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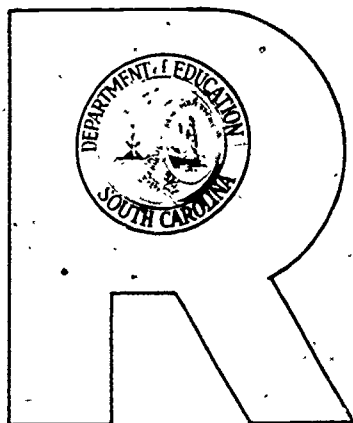
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ABSTRACT The Fall 1974 South Carolina Statewide Testing Program included an achievement test; the Comprehensive Tests of Basic Skills; the Short Form Test of Academic Aptitude; and the Student Survey and Attitude Inventory (SSAI), which is the subject of this report. The SSAI was administered in November 1974 to 48,107 students. Most of South Carolina's seventh grade students and a sample of ninth and eleventh grade students participated in this phase of the program. The SSAI is an instrument which measures how students feel about themselves, other people, and the world; it is seen as having potential for examining the attitudes of students and obtaining an indication of change in their self-concept. This document contains the SSAI Form A, questionnaire results and discussion, a detailed model of the SSAI, and a computer printout report of the statewide, seventh grade student survey section of the SSAI. (Author/RC)

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# **ABSTRACT**

## **Fall, 1974**

# **South Carolina Student Survey and Attitude Inventory**

VOLUME 1, NUMBER 18 MAY 1975

**SOUTH CAROLINA DEPARTMENT OF EDUCATION**  
Cyril B. Busbee, State Superintendent  
Columbia, South Carolina 29201

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**ABSTRACT**

**Fall, 1974 South Carolina**

**Student Survey and Attitude Inventory**

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## ABSTRACT

Fall 1974

### South Carolina Student Survey and Attitude Inventory

The Fall 1974, South Carolina Statewide Testing Program included an achievement test; the Comprehensive Tests of Basic Skills; the Short Form Test of Academic Aptitude (the results of which were published earlier); and the Student Survey and Attitude Inventory (SSAI), which is the subject of this report.

The SSAI was administered in November 1974, to a total of 48,107 students. Most of South Carolina's seventh grade students and a sample of ninth and eleventh grade students participated in this phase of the program. Approximately 73 percent (39,832 students) of the total seventh grade enrollment were tested; 9 percent were absent, and 18 percent were enrolled in four districts which did not participate in the program. Nine percent of the ninth and eleventh graders were also tested. Urban students were not adequately represented in this phase of the program because of the lack of participation by two of the larger districts. Since the students in the nonparticipating districts comprise a large part of the urban school enrollment, the test results may well have a rural bias.

#### Description of the Test

The Student Survey and Attitude Inventory (SSAI) is an instrument which measures how students feel about themselves, other people, and the world. The South Carolina Department of Education has cooperated with Dr. Ellen Greenberger, of Johns Hopkins University, in pilot-testing the inventory in order to refine the instrument and develop norms.

The form of SSAI used for the Fall administration has two parts. The first contains a twenty-five question student survey which requires a total of eighty responses by the student. (See Appendix A for a copy of the instrument.) The questions elicit information about the students, their background, and attitudes. The second section of the instrument contains

eighty-nine statements for which each respondent is asked to indicate his or her degree of agreement on a four-point scale. The inventory includes statements relating to nine different aspects of personality. These provide sub-scores in the areas of self-reliance, work-orientation, identity, communication skills, enlightened trust, knowledge of major roles, social commitment, openness to socio-political change, and tolerance of individual and cultural differences. (See Appendix B for a detailed description of the SSAI model.) Self-concept is measured by the items in the self-reliance, work-orientation, and identity subscales, which when looked at together form the Individual Adequacy Scale. Since a mature response on some items requires a response of A, agree strongly, and on other items requires a response of D, disagree strongly, some item responses must be reversed in scoring to make it possible to score responses consistently.

In scoring the inventory, the responses are added by subscale item and divided by the number of items in the subscale. This provides a subscore on each subscale with a range of one to four and a midpoint of 2.5. Specific subscales can be combined into groups of three to form scales. The individual scores on subscales are additive in specific combinations. The range for the combined scores is from three to twelve, with a midpoint of 7.5.

### Rationale

If the graduates of South Carolina's schools are to be prepared sufficiently to face the future, they will need more than basic skills in reading and mathematics. For that reason, the State Department of Education—through Vocational Education, Drug Abuse Education, Guidance, and General Education—supports those programs which are designed to instill a more mature (positive) self-concept in students. To this end, a number of instructional television programs related to self-concept have been developed or obtained from other sources; the series includes *Inside Out*, *Ripples*, *Bread and Butterflies*, and others.

In order to determine how successful these efforts have been, an evaluation (or measurement) indicator is necessary. Continuing Objective 4.1 delineates the requirement as, "By 1978, 60 percent of all eleventh grade students will surpass the base median score of 1974-75 on an evaluation instrument specified by the State Department of Education."

The Psycho-Social Maturity (PSM) Scale was chosen as the instrument that would best meet the information needs of the Department. Using the name SSAI, it has become an established

component of the Statewide Testing Program and has enormous potential for examining the attitudes of students and obtaining an indication of change in their self-concept.

The median score on the Individual Adequacy Scale of the SSAI for the Fall 1974, grade eleven test data provides the baseline data specified by the Continuing Objective 4.1.

## SSAI RESULTS FOR FALL 1974

### Student Survey Section: Seventh Grade

The Student Survey Section includes questions regarding the students, their interests, and background. There were 20,315 males (51 percent) and 19,393 females (49 percent) who participated in the program. The racial composition was 60.8 percent white, 35.9 percent black, and 3.3 percent other. An interesting result is that 576 participants claimed to be American Indian. This far exceeds the number possible and may be due to an idiosyncrasy of the respondents for a particular school and/or it may be an indicator of resistance, among a small minority of the students, to either the survey or racial categorization. (See Appendix C for the computer printout reports.)

The students were asked to name the school program with which they identified themselves. There were 16.4 percent in the college prep area, 24.5 percent in general, 2.9 percent in business, 2.9 percent in vocational, and 53.2 percent were undecided, which is to be expected with seventh grade students.

In terms of the grade obtained in most school subjects, 17.3 percent of the students responded that they had an "A" average; 46.5 percent, "B"; 29.0 percent, "C"; 5.4 percent, "D"; and 1.7 percent, "F." Self-reporting of grade point average may not be a most reliable response. It is interesting to note that almost half the students indicated that they were "B" students.

Students were also asked to indicate their involvement in various interest groups within the school. In terms of academic clubs, most of the seventh graders (85 percent) said they were not members. Twenty-two percent were actively involved in cultural clubs, and 15 percent were involved in hobby clubs. Other organizations, in which there was not a great deal of interest, included service clubs, social clubs, publications, and student government. Sixteen percent of the students were actively involved in varsity sports. There also was considerable interest in intramural sports with 31 percent of the students reporting that they were actively involved. For sports-related activities, 21 percent indicated an active interest.

The students were also asked to indicate how much time they devoted to participating in school activities. Twenty-nine percent said that they did not participate at all; 27 percent



participated in one activity; 20 percent participated in two; 11 percent in three; 6 percent in four; and 8 percent in five or more. In terms of the amount of time spent in school activities, most of the students (47 percent) said they spent no time; 32 percent spent up to two hours; 14 percent spent three to six hours; 5 percent spent seven to twelve hours; and 2 percent spent more than twelve hours. By way of comparison, 4.7 percent of the students did no homework; 59 percent spent two hours per week; 24 percent spent three to six hours; 9 percent spent seven to twelve hours; and 3 percent spent more than twelve hours. In terms of time spent at paid jobs, 59 percent spent no time; 10 percent spent less than two hours; 17 percent three to six hours; 9 percent, spent seven to twelve hours; and 5 percent spent more than twelve hours. In terms of time spent participating in organized group activities outside of school, 38 percent spent no time outside; 25 percent spent less than two hours; and 4 percent spent more than twelve hours. In terms of time spent with friends, 13 percent spent no time with friends; 54 percent spent less than two hours; 18 percent spent three to six hours; 8 percent, seven to twelve hours; and 7 percent, more than twelve hours. Time spent watching television was as follows: 2 percent spent no time; 14 percent spent less than two hours; 33 percent spent three to six hours; 23 percent spent seven to twelve hours; 11 percent, thirteen to twenty hours; and 17 percent, more than twenty hours.

The next question dealt with absenteeism. Forty-eight percent of the students responded that they were never absent; 36 percent responded that they were absent a few days during the year; 9 percent responded that they were absent one to two days per month; 5 percent, one day per week; and 2.6 percent, more than one day, per week. In terms of attendance at school activities, 25 percent said they attended most of the time; 17 percent, often; 41 percent, occasionally; and 16 percent, never.

Students were asked to respond to various personal characteristics in terms of importance. In terms of being a hard worker, 59 percent considered being a hard worker extremely important; 35 percent, somewhat important; 5 percent, not important. Being well-liked was extremely important for 55 percent. Contributing to society was ranked relatively lower, with only 35 percent saying it was extremely important. Being intelligent was surprisingly high, with 62 percent rating it extremely important. Decisions were rated by 56 percent as being extremely important; 35 percent, somewhat important; and 9 percent, not important. Forty-five percent felt that athletics was extremely important; 42 percent, somewhat important; and 13 percent, not important. Getting along, as might be expected, was ranked highly with 65 percent rating it very important; 29 percent, somewhat important; and 5 percent, not important. Emphasis on good grades was tremendously high at the seventh grade level with 77 percent saying it was extremely important; 20 percent, somewhat important; and 3 percent, not important.

The students were asked to respond to the same questions in terms of how important certain characteristics were to their friends. Interestingly enough, not as many felt that their friends thought hard work was as important as they did, with only 42 percent indicating it was extremely important; 46 percent, somewhat important; and 12 percent, not important. In terms of being well liked, 55 percent indicated that their friends felt that it was extremely important; 36 percent, somewhat; and 9 percent, not important. The importance to society was not considered particularly significant. Being intelligent was still considered quite important, with 51 percent concurring, while 51 percent also said it was extremely important to their friends to make decisions. Athletics were extremely important for 45 percent, getting along was extremely important to 48 percent, and good grades were extremely important for 59 percent.

The students were requested to respond to the same questions in terms of how their teachers felt. Seventy-one percent indicated that their teachers thought it was extremely important to be a hard worker; 42 percent to be well liked; 38 percent, to make contributions to society; 67 percent, to be intelligent; 49 percent, to make their own decisions; 30 percent, athletics; 61 percent, to get along with people; and 74 percent, to make good grades.

Students were asked to indicate what they would miss if attending school was no longer required. In terms of discussion with teachers, 29 percent thought they would miss it a lot; 46 percent would miss it a little; and 25 percent, not at all. In regard to taking courses, 36 percent thought they would miss it a lot; 39 percent, a little; and 25 percent, not at all. In terms of school activities, 51 percent felt that they would miss it a lot; 31 percent, a little; 18 percent, not at all. In terms of seeing friends, 75 percent felt they would miss it a lot; 15 percent, a little; and 10 percent, not at all. The most important thing that students like about school, which is not unexpected, appears to be seeing friends.

Next, students were asked to indicate how many of their teachers take a personal interest in them. They responded as follows: 16 percent, all; 21 percent, most; 22 percent, some; 26 percent, few; and 15 percent, none. Question fourteen requested students to respond to a number of statements indicating whether they were generally true or generally false. The statements showing the highest agreement were, "Most teachers here take their work seriously," and "My teachers were willing to talk with the student about the student's problems." Also high was, "Students at this school are treated with respect." There was moderately high agreement with the other statements, which included, "Students here are expected to do a lot of projects on their own"; "Teachers here work only as hard as they have to"; "Students here have to do everything just the way the teachers say"; and "My friends here at school don't respect their teachers very much."

Thirty percent of the students indicated that their parents knew the names of the teachers they had this year. Forty-five percent felt that parents knew some of the names, and 25 percent said that the parents knew very few or none of them:

The next question was a potentially controversial question which asked, "Are you or would you be best friends with someone of another race?" Apparently this is not considered quite as controversial with students as it may be with some parents; 59 percent responded "yes"; 6 percent, "no"; and 35 percent, "don't know."

The next question asked students to indicate whether or not their parents participated in any activities related to school, including such things as PTA meetings, volunteer help, bake sales, and school board meetings. In response to the question, 39 percent said never; 36 percent, occasionally; and 25 percent, often.

When asked to indicate what kind of reputation their school has, the students were encouraged to mark more than one category if necessary. The category most frequently mentioned was, "A school where you had to work a lot," with 37 percent so indicating. Thirty-five percent felt that their school was academically strong and that the faculty was particularly good. Thirty-one percent felt that their school was athletically outstanding. Twenty-six percent thought their school had a good vocational program, and twenty-three percent thought their school was easy.

Question nineteen asked how frequently students got together outside of school with their friends. Fifty-five percent responded every day; 22 percent, often; 10 percent, once a week; 5 percent, once or twice a month; and 7 percent, infrequently.

The next question asked about frequency of dating. Keeping in mind that these are 7th graders who responded, 5 percent said every day; 10 percent, often; 14 percent, once a week; 10 percent, once or twice a month; 15 percent, a few times a year; and 47 percent, never.

Question twenty-one asked students to indicate where they spent their school day. As might be expected at the seventh grade level, most of the school day is spent at school. Eighty-three percent responded that most of their time was spent at school; 6 percent said occasionally at school; and 10 percent said they were involved in both school and work study.

The next questions dealt with the amount of parents' education. In terms of grade completed by the father, 7 percent said some elementary school; 5 percent, all elementary; 14

percent, some high school; 18 percent, high school graduate; 5 percent, some college; 9 percent, college graduate; 2 percent, some graduate work; 3 percent, graduate degree; and 36 percent did not know. Evidently, a large number of students either did not know or preferred not to answer such a question. In terms of education completed by the mother, 6 percent said some elementary; 6 percent all elementary; 18 percent some high school; 24 percent high school; 6 percent, some college; 9 percent, college graduate; 2 percent, some graduate work; 2 percent, graduate degree; and 28 percent indicated that they did not know.

Students were also asked if they planned to go to college. Seven percent said no; 8 percent said probably not; 34 percent, probably yes, 24 percent, yes, and 27 percent did not know.

Finally, students were asked to indicate the highest level of education they expected to complete. Four percent indicated below high school; 32 percent, high school; 5 percent, business trade; 23 percent, two-year college; 13 percent, four-year college; 9 percent, master's degree; and 14 percent, professional degree.

#### Attitude Section — Seventh Grade

The attitude section consists of a series of eighty-nine statements. Students are asked to indicate whether they agree strongly, agree a little, disagree a little, or disagree strongly with each of the statements. The statements have relatively little intrinsic value individually. Together, they can be grouped by various characteristics to indicate how students feel. Since it is necessary that the student's identity be kept confidential in order for students to respond freely, the tests do not require the student's name. Even if confidentiality were not required, however, the test is not sophisticated enough to be a reliable indicator of individual scores. But, with scores on grouped items, the test is a reliable instrument and a useful tool in determining such concepts and feelings as individual worth and attitudes toward society.

Statewide results have been provided as a reference point, or benchmark (for comparison with local data and with statewide data in future years), in order to determine if there has been an improvement in students' self-concept within the State as a result of the activities of the local and State school personnel. The State results will make it possible for local districts and schools to compare themselves to the State data.

Results are given in terms of the mean for each of the subscales and a frequency distribution of raw scores by subscale. Please note that the subscale scores are not comparable across subscales. A 2.7 for work is not necessarily more positive than 2.4 in another category.

The results were as follows: for the individual adequacy cluster of subscales, the means were 2.6 for the work subscale, 2.6 for the self-reliance subscale; and 2.7 for the identity subscale. The individual adequacy scale had a mean of 7.8. The social adequacy scale is composed of social commitment, openness to socio-political change, and tolerance of individual and cultural differences. For social commitment, the mean was 2.7, tolerance was 2.8, and change was 2.7, with the social adequacy scale having a mean of 8.2. The three unrelated scores were communication skills, enlightened trust, and knowledge of major roles. The means of those were 2.4, 2.7, and 2.3, respectively. (See Appendix D for computer printout reports.)

Since the subscales have only a range of one to four, the frequency distribution for each of them is relatively compact. An expanded frequency distribution has been provided on page three of the report to allow a more detailed examination of the subscale distribution.

#### District Comparisons -

The reports were run by district and by school to provide the State Department of Education with the information at the local level and to provide feedback to the local districts. Each district that participated should receive district and school reports.

The district means for Individual Adequacy ranged from a low of 5.7 to a high of 8.7. The range for Social Adequacy was 6.5 to 9.1.

The ninth and eleventh grade samples will be analyzed later. Additional reports and analyses will be conducted with Statewide data during the next few months to provide a breakdown of subscores by various categories.

#### Continuing Objective 4.1

Since Continuing Objective 4.1 requires grade eleven data, and this report focuses on seventh grade results, the grade eleven results will be highlighted in an SSAI Profile which will be published separately.

**APPENDIX A**

**Student Survey and Attitude Inventory Questionnaire**

## STUDENT SURVEY AND ATTITUDE INVENTORY

This questionnaire asks you to tell something about your experience in school and about your family and your life outside of school. It also asks your opinions about yourself, and other people and things. Your answers will be kept strictly confidential; your name will not be used with your answers.

Please complete the information requested in the lower right hand corner of this page as you are instructed to do so.

Use a soft lead (No.2) pencil.

Fill in response oval completely.

If you make a mistake, erase the mark completely and then make a new mark.

Mark only one oval per item unless the directions tell you to mark more than one.

For Teacher Use Only:

# FORM A

1. Which description fits you best?

- White
- Black
- Oriental
- American Indian
- Spanish American
- Other

2. What is your curriculum or program in school?

- College Preparatory
- General
- Commercial or Business
- Vocational
- Not yet decided

3. What grade do you make in most of your school subjects?

- About an A average (90 to 100)
- About a B average (80 to 89)
- About a C average (70 to 79)
- About a D average (60 to 69)
- About an F average (lower than 60)

Grade	DATE OF BIRTH		SEX	SCHOOL BEDS CODE	NUMERIC GRID CARD NUMBER	0	1	2	3	4	5	6	7	8	9	0
	Mo.	Day				Yr.	Male	Female	0	1	2	3	4	5	6	7
70	JAN	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0
90	FEB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
110	MAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	APR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	MAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	JUN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	JUL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	AUG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NOV	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	DEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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4. For each of the following activities in which you are participating or plan to participate in this year, please blacken the appropriate oval on each line.

	NOT A MEMBER of this activity	A MEMBER but NOT very active	A MEMBER and VERY ACTIVE	A LEADER or OFFICER in this activity
a. Academic clubs (e.g., science club, French club, honor societies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Music, drama and speech (e.g., chorus, debate club, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Hobby clubs (e.g., chess club, photography club, cooking club, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Service clubs (e.g., library and office aides, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Social clubs or committees (e.g., dance committee; etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Publications (e.g., newspapers, yearbook, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Student government (e.g., class secretary, vice-president of student body, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Varsity sports (competition with other schools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intramural sports (competition with other classes or groups within your own school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Sports-related activities (e.g., cheerleader, majorettes, band, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. In how many separate school clubs, organizations, activities, or committees do you plan to participate this year?

0	1	2	3	4	5	6	7	8	9 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. On the average, how many hours per week do you spend doing each of the following things?  
(Mark one oval on each line.)

	<u>None</u>	<u>Less than 2 hours</u>	<u>3-6 hours</u>	<u>7-12 hours</u>	<u>13-20 hours</u>	<u>21 or more hours</u>
a. Participating in school clubs, teams, committees, or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Doing homework or studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Working at a paid job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participating in organized group activities OUTSIDE OF SCHOOL (e.g., church groups, scouts, hospital aides, community projects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Getting together with or talking on the phone with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. About how many days are you absent from school on the average?

- Almost never absent
- A few days a year
- Once or twice a month
- About once a week
- More than once a week

8. How frequently do you attend school functions like dances, sports events, class plays, etc.?

- Most of the time
- Often
- Once in awhile
- Never

9. Below is a list of traits or brief descriptions of what a person may be like. People, of course, feel differently about what they want to be like.

How important is it to YOU to be like each of the descriptions below?

	<u>Extremely Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
a. A hard worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Well-liked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Contribute to my community and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make my own decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Good in sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Get along with people of other races, religions and customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Get good grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How important is it to most of YOUR FRIENDS to be like each description below?

	<u>Extremely Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
a. A hard worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Well-liked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Contribute to their community and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make their own decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Good in sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Get along with people of other races, religions and customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Get good grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How important is it to most of your TEACHERS for YOU to be like each of the descriptions below?

	<u>Extremely Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>	<u>I don't know</u>
a. A hard worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Well-liked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Contribute to my community and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make my own decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Good in sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Get along with people of other races, religions and customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Get good grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. If, for some reason, there were to be no more school, how much would you miss the following things? (Mark one oval on each line.)

	<u>I would miss it a lot</u>	<u>I would miss it a little</u>	<u>I would not miss it at all</u>
a. Discussing things with my teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Taking courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participating in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Seeing my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How many of your teachers take a personal interest in you?

- All of them
- Most of them
- Some of them
- A few of them
- None of them

14. Mark the oval under TRUE when the statement is generally true. Mark the oval under FALSE when the statement is generally false. (Mark one oval on each line.)

True

False

- |                       |                       |  |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | Most teachers here take their work seriously.                              |
| <input type="radio"/> | <input type="radio"/> | Students here are expected to do a lot of projects on their own.           |
| <input type="radio"/> | <input type="radio"/> | Teachers here work only as hard as they have to.                           |
| <input type="radio"/> | <input type="radio"/> | Students here have to do everything just the way the teacher says.         |
| <input type="radio"/> | <input type="radio"/> | My teachers are willing to talk with a student about a student's problems. |
| <input type="radio"/> | <input type="radio"/> | My friends here at school don't respect their teachers very much.          |
| <input type="radio"/> | <input type="radio"/> | Students at this school are treated with respect.                          |

15. Do your parents know the names of the teachers you have this year?

- Yes, they know ALL of their names.  
 Yes, they know SOME of their names.  
 No, they know VERY FEW or NONE of them.

16. Are you or would you be "best friends" with someone of another race?

- Yes  
 No  
 I don't know

17. Do your parents participate in any activities related to your school (e.g., PTA meetings, volunteer helper, bake sales, school board meetings)?

- Never  
 Occasionally  
 Often

18. In this area, what is your school particularly noted for? That is, what kind of reputation does it have? (Mark as many ovals as apply.)

- A school that is particularly good academically  
 A school with a very good vocational program  
 A school with an especially good faculty  
 A school with outstanding athletic teams  
 A school that is "easy" -- where you don't have to work too hard  
 A school that is "hard" -- where you have to work a lot

19. How frequently do you get together outside of school with your friends?

- Every day
- Several times a week
- About once a week
- Once or twice a month
- Infrequently

20. How frequently do you date or go out with a friend of the opposite sex?

- Every day
- Several times a week
- About once a week
- Once or twice a month
- A few times a year
- Never

21. Where do you spend your school day?

- All day at this school
- Part of the day here, part at a vocational or technical school
- Part of the day here, part out of this school in a work-study program

22. Mark the highest level of education your father completed.

- Some grade school
- Finished grade school
- Some high school
- High school diploma
- Some college
- College graduate
- Some graduate or professional school after college
- Professional or graduate degree
- Don't know

23. Mark the highest level of education your mother completed.

- Some grade school
- Finished grade school
- Some high school
- High school diploma
- Some college
- College graduate
- Some graduate or professional school after college
- Professional or graduate degree
- Don't know

24. Do you think you will go to college?

- Definitely no
- Probably no
- Probably yes
- Definitely yes
- Don't know

25. Mark the highest level of education you expect to complete.

- I do not expect to finish high school.
- High school
- Business or trade school
- Two-year college
- A bachelor's degree (4 years)
- A master's degree or some graduate education
- A professional degree (medicine, law, etc.) or a doctorate (e.g., in physics, English, etc.)

For the rest of the items you are to indicate whether you Agree Strongly, Agree a Little, Disagree a Little, or Disagree Strongly. Remember that your answers will be kept confidential; therefore, please answer all items exactly the way you really feel. Please answer each item as quickly as possible since there are many items to read.

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
26. Hard work is never fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I don't like to tell my ideas about God when I know others will disagree with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. It would be hard to write a letter explaining why I should be hired for a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I'm the sort of person who can't do anything really well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. If you see a coat you think you might like to buy, the salesperson should agree to save it for as long as it takes you to decide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. If people are picked in a fair way to be on a trial jury, they are sure to reach a fair decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I would rather use my free time to enjoy myself than to help raise money for a neighborhood project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. If a friend whose ideas about God are very different from mine gave me a religious magazine to read, I wouldn't read it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. A man shouldn't cook dinner for his wife and children unless the wife is sick.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. If something more interesting comes along, I will usually stop any work I'm doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
36. It's not very practical to try to decide what kind of job you want because that depends so much on other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Even if I know how to do something, I find it hard to teach someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I can't really say what my interests are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. If I find something on the sidewalk, it's mine because I found it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. There is no way to decide ahead of time whom you can trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Why work for something that others will enjoy if you won't be alive to enjoy it too?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Allowing people to speak their ideas freely can't really help us find ways to improve our country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. We should limit the number of women who can train for jobs usually held by men, such as dentist or engineer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. When a job turns out to be much harder than I was told it would be, I don't feel I have to do it perfectly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. If you haven't been chosen as the leader, you shouldn't suggest how things should be done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. It is hard to talk to someone you don't know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I can't think of any kind of job that I would like a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Teachers should not expect as much homework from athletes who have to spend a lot of time at athletic practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. People can be trusted no matter what they have to win or lose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I would only give a large sum of money to medical research on cancer if I knew they would find a cure in my lifetime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Spanish-speaking people who live in the United States will feel happier in the long run if they never use their own language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Women who decide not to be mothers are not doing what they should.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. I find it hard to stick to anything that takes a long time to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. In a group I prefer to let other people make the decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. In a discussion, I often find it hard to understand what people are trying to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
56. My life is pretty empty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. If a salesman is very nice to you, you should try to buy something from him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. You can be sure people will be honest with you if you are honest with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. If I felt strongly about something, like race relations or better medical care for the poor, I would only work for it if there was a chance things could be changed quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I don't think I could be close friends with a crippled person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Women should not be elected to top government positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. I hate to admit it, but I give up on my work when things go wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. You can't be expected to make a success for yourself if you had a bad childhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. I do not mix well with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. I can't seem to keep people as friends for very long.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. If you're a guest in somebody's home and make a phone call that only costs about a dollar, you don't have to offer to pay for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. A person's boss would never purposely give him bad advice about whether he could get a better job somewhere else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. It's not really my problem if my neighbors are in trouble and need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. It would bother me to work for a person whose skin color is different from mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Schools should not let new methods of teaching, like TV and tapes, take up too much time in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. I often don't get my most important work done because I've spent too much time on other work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Luck decides most things that happen to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. I often forget to listen to what others are saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. I'm acting like something I'm not a lot of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. If you buy a sweater with a tag saying "cannot be returned" and it turns out to be too small, you should insist that the store take it back.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
76. A person who would lie in one situation would be likely to lie in all situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Time you spend helping others get what they want would be better spent trying to get what <u>you</u> want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. I would not make friends with a person who had very different manners and clothes from most of my other friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. I would like to talk to other students all over the world by way of satellite.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. I seldom get behind in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. The main reason I'm not more successful is that I have bad luck.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. It is hard to speak your thoughts clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. I never know what I'm going to do next.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. It's all right that a policeman takes a little better care of those stores where the owner gives him a tip once in a while.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Nobody really wants to cheat another person out of something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. If I had the choice of competing against a friend so I could win <u>all</u> of a prize, or being part of a team with him and <u>sharing</u> the prize, I'd compete against him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. People of different races or skin color should get together at parties and dances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Men should be able to train themselves for jobs usually held by women, such as elementary school teacher, nurse, and telephone operator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. I tend to go from one thing to another before finishing any one of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. When things go well for me, it is usually not because of anything I myself actually did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. It is not hard to give a talk in front of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. I change the way I feel and act so often that I sometimes wonder who the "real" me is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. If you're in a hurry in a store, others should be willing to let you get ahead of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. If a person is on trial in court, the decision will be fair no matter what kind of family he comes from.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree Strongly	Agree a Little	Disagree a Little	Disagree Strongly
95. If there is only one copy of a book everyone wants to read, the person who gets it first should be able to keep it as long as he wishes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. I would rather not live in a neighborhood where there are people of different races or skin color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Children cannot be happy staying in day care centers while their mothers are at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. I often don't finish work I start.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. I feel very uncomfortable if I disagree with what my friends think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. I am not good at describing things in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Nobody knows what I'm really like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. People who work for the city should not have to pay traffic tickets because they already do so much for the city.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. If you can trust a person in one way, you know you can trust him in all ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. I would rather give an old TV set to someone I know than to an orphan's home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. I would not mind working closely on a job with a person whose skin color is different from mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. I wouldn't like it if a lot of girls my age become lawyers, engineers, and business managers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. I often leave my homework unfinished if there are a lot of good TV shows on that evening.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. It is best to agree with others, rather than say what you really think, if it will keep the peace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. People find it hard to figure me out from what I say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. I am not really accepted and liked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. You can never rely on other people to help you if you have something important to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. If a sign in a park says "Do not pick the flowers - They are here for all to enjoy", you can pick a few if you have a good personal reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. If we don't encourage women to work, we are seriously reducing what the country could accomplish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. A person is responsible only for the happiness of his family, relatives, and close friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**APPENDIX B**

**Detailed Model of the SSAI**

## DETAILED MODEL OF THE SSAI

### Individual Adequacy

#### Self-Reliance

Absence of excessive need for social validation  
Sense of control  
Initiative

#### Work-Oriented

General work skills  
Standards of competence  
Pleasure in work

#### Identity

Clarity of self-concept  
Consideration of life goals  
Self-esteem  
Internalized values

### Social Adequacy

#### Social Commitment

Feelings of community  
Willingness to modify personal goals in favor of social goals  
Readiness to form alliances  
Interest in long-term social goals

#### Openness to Socio-Political Change

General openness to change  
Recognition of costs of status quo  
Recognition of costs of change

### **Tolerance of Individual and Cultural Differences**

- Willingness to interact with people who differ from the norm
- Sensitivity to the rights of people who differ from the norm
- Awareness of costs and benefits of tolerance

The following subscales do not combine to make a scale:

#### **Communication Skills**

- Ability to encode messages
- Ability to decode messages
- Empathy

#### **Enlightened Trust**

- Rational dependence
- Rejection of simplistic views of human nature
- Awareness of constraints on trustworthiness

#### **Knowledge of Major Roles**

- Role-appropriate behavior
- Management of role conflict

**APPENDIX C**

**Computer Printout Report No. 1**

**Student Survey Section  
Statewide Results  
Grade Seven**

## SAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

OCTOBER, 1974

TRICT/SCHOOL: SOUTH CAROLINA

GRADE	SEVEN	NINE	ELEVEN
#	39832	0	0
%	100.0	0.0	0.0

SEX	MALE	FEMALE
#	20315	19393
%	51.2	48.8

1. RACE	WHITE	BLACK	ORIENTAL	AM INDIAN	SPAN AMER	OTHER
#	23925	14125	191	576	166	385
%	60.8	35.9	0.5	1.5	0.4	1.0

2. PROGRAM	COLLEGE	GENERAL	BUSINESS	VOCATIONAL	NOT DECIDED
#	6384	9526	1145	1108	20652
%	16.4	24.5	2.9	2.9	53.2

3. GRADE PT AVERAGE	A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (LESS 60)
#	6775	18182	11337	2118	650
%	17.3	46.5	29.0	5.4	1.7

4A ACADEMIC CLUBS	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	33050	2268	2720	700
%	85.3	5.9	7.0	1.8

4B CULTURAL CLUBS	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	25732	4046	8384	563
%	66.4	10.4	21.7	1.5

4C HOBBY CLUBS	NOT MEMBER	NOT ACTIVE	ACTIVE	LEADER
#	28571	3185	5976	862
%	74.0	8.3	15.5	2.2

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 PRODUCED BY THE OFFICE OF RESEARCH, EDUCATIONAL ASSESSMENT SECTION

Category	#	%	NOT MEMBER	NOT ACTIVE	MEMBER	ACTIVE	LEADER	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT
4D SERVICE CLUBS	31523	81.8	2518	6.5	3426	8.9	1050	3219	1753	719	377	196	882
							2.7	11.2	6.1	2.5	1.3	0.7	3.1
4E SOCIAL CLUBS	32467	84.4	2137	5.6	3193	8.3	692	3219	1753	719	377	196	882
							1.8	11.2	6.1	2.5	1.3	0.7	3.1
4F PUBLICATIONS	32705	85.1	2448	6.4	2637	6.9	639	3219	1753	719	377	196	882
							1.7	11.2	6.1	2.5	1.3	0.7	3.1
4G STUDENT GOVERNMENT	31910	83.0	2147	5.6	2609	6.8	1777	3219	1753	719	377	196	882
							4.6	11.2	6.1	2.5	1.3	0.7	3.1
4H VARSITY SPORTS	28962	75.4	2434	6.3	6291	16.4	735	3219	1753	719	377	196	882
							1.9	11.2	6.1	2.5	1.3	0.7	3.1
4I INTRAMURAL SPORTS	20610	53.6	4817	12.5	12108	31.5	926	3219	1753	719	377	196	882
							2.4	11.2	6.1	2.5	1.3	0.7	3.1
4J SPORT RELATED	26792	69.5	2372	6.2	8244	21.4	1134	3219	1753	719	377	196	882
							2.9	11.2	6.1	2.5	1.3	0.7	3.1
5. PARTICIPATION	8267	28.7	7692	26.7	5662	19.7	3219	3219	1753	719	377	196	882
							11.2	11.2	6.1	2.5	1.3	0.7	3.1
6A SCHOOL ACTIVITIES	18244	46.9	12443	32.0	5432	14.0	1852	572	19-20 HRS	21+ HRS			
							4.8	1.5	363	0.9			

PROVIDED BY THE S.C. STATE DEPARTMENT OF EDUCATION  
PRODUCED BY THE OFFICE OF RESEARCH, EDUCATIONAL ASSESSMENT SECTION



SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES.

OCTOBER, 1974

DISTRICT/SCHOOL: SOUTH CAROLINA

6B HOMEWORK  
 # NO HRS 0-2 HRS 3-6 HRS 7-12 HRS 13-20 HRS 21+ HRS  
 % 1853 22977 9516 3400 950 450  
 4.7 58.7 24.3 8.7 2.4 1.1

6C PAID. JOB  
 # NO HRS 0-2 HRS 3-6 HRS 7-12 HRS 13-20 HRS 21+ HRS  
 % 22676 4061 6411 3553 1005 972  
 58.6 10.5 16.6 9.2 2.6 2.5

6D OUTSIDE  
 # NO HRS 0-2 HRS 3-6 HRS 7-12 HRS 13-20 HRS 21+ HRS  
 % 14919 9602 9639 2956 923 689  
 38.5 24.8 24.9 7.6 2.4 1.8

6E WITH FRIENDS  
 # NO HRS 0-2 HRS 3-6 HRS 7-12 HRS 13-20 HRS 21+ HRS  
 % 5079 20967 7101 3030 1378 1574  
 13.0 53.6 18.1 7.7 3.5 4.0

6F TELEVISION  
 # NO HRS 0-2 HRS 3-6 HRS 7-12 HRS 13-20 HRS 21+ HRS  
 % 877 5339 12838 9132 4246 6797  
 2.2 13.6 32.7 23.3 10.8 17.3

7. DAYS ABSENT  
 # NEVER FEW DYS YR 1-2/ MON 1 DAY/WK 1+ DAY /WK  
 % 18693 14084 3559 1939 1032  
 47.6 35.8 9.1 4.9 2.6

8. ATTEND SCHOOL ACTIVI  
 # MOST TIME OFTEN OCCASIONAL NEVER  
 % 10038 6561 6381  
 25.5 16.7 16.2

9A HARD WORKER-IMP-YOU  
 # EXTRAMLY SOMEWHAT NOT IMPORT  
 % 23255 13792 2068  
 59.5 35.3 5.3

9B WELL LIKED-IMP-TOYOU  
 # EXTRAMLY SOMEWHAT NOT IMPORT  
 % 21387 14066 3424  
 55.0 36.2 8.6



SAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

DISTRICT/SCHOOL: SOUTH CAROLINA

Item	EXTRMLY	SOMEWHAT	NOT IMPORT
9C SOCIETY -IMP--TO YOU			
#	13641	18761	6142
%	35.4	48.7	15.9
9D INTELLIGENT--IMP--TOYO			
#	24239	11759	2812
%	62.5	30.3	7.2
9E DECISIONS--IMP--TOYOU			
#	21688	13618	3341
%	56.1	35.2	8.6
9F ATHLETIC--IMP--TO YOU			
#	17412	16493	4934
%	44.8	42.5	12.7
9G GET ALONG--IMP--YOU			
#	25195	11318	2260
%	65.0	29.2	5.8
9H GOOD GRADE--IMP--YOU			
#	30181	7845	1127
%	77.1	20.0	2.9
10A HARD WORK--TO FRIENDS			
#	16441	17943	4513
%	42.3	46.1	11.6
10B WELL LIKED--IMP--FRIEN			
#	21437	13925	3338
%	55.4	36.0	8.6
10C SOCIETY--IMP--FRIENDS			
#	11028	18947	8354
%	28.8	49.4	21.8

TRICT/SCHOOL: SOUTH CAROLINA

Item	EXTRMLY	SOMEWHAT	NOT IMPORT.
10D INTELLIGENT-IMP-FRIE	19745 51.1	14688 38.0	4178 10.8
10E DECISIONS-IMP-FRIEND	19547 51.0	14651 38.2	4127 10.8
10F ATHLETIC-IMP-FRIENDS	17341 45.0	15718 40.8	5480 14.2
10G GET ALONG-IMP-FRIEND	18284 47.6	15219 39.6	4945 12.9
10H GOOD GRADE-IMP-FRIEN	25087 59.4	12108 31.1	3699 9.5
10A HARD WORK-TO TEACHE	27924 71.4	4816 12.3	795 2.0
10B WELL LIKED-IMP-TEACH	16191 41.7	11424 29.4	3176 8.2
10C SOCIETY-IMP-TEACHER	14753 38.3	10371 27.0	3012 7.8
10D INTELLIGENT-IMP-TEAC	25823 66.7	6966 18.0	1492 3.9
10E SOCIETY-IMP-KNOW	5586 14.3	8028 20.7	10345 26.9
10F SOCIETY-IMP-KNOW	8028 20.7	10345 26.9	4454 11.5

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AI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

DISTRICT/SCHOOL: SOUTH CAROLINA

11E DECISIONS--IMP--TEACHER # %  
 EXTRMLY 18986 49.5  
 SOMEWHAT 9820 25.6  
 NOT IMPORT 3010 7.8  
 DONIT 6553 17.1  
 KNOW

11F ATHLETIC--IMP--TEACHER # %  
 EXTRMLY 11707 30.3  
 SOMEWHAT 11009 28.5  
 NOT IMPORT 5907 15.3  
 DONIT 9961 25.8  
 KNOW

11G GET-ALONG--IMP--TEACHE # %  
 EXTRMLY 23712 61.4  
 SOMEWHAT 7789 20.2  
 NOT IMPORT 1642 4.3  
 DONIT 5446 14.1  
 KNOW

11H GOOD GRADE--IMP--TEACH # %  
 EXTRMLY 28964 74.3  
 SOMEWHAT 4751 12.2  
 NOT IMPORT 1112 2.9  
 DONIT 4153 10.7  
 KNOW

12A TALK TO TEACHER # %  
 MISS A LOT 11202 28.6  
 MISS LITTLE 18200 46.4  
 NOT AT ALL 9780 25.0

12B TAKE COURSES # %  
 MISS A LOT 13942 35.8  
 MISS LITTLE 15382 39.5  
 NOT AT ALL 9612 24.7

12C SCHOOL ACTIVITIES # %  
 MISS A LOT 19545 50.6  
 MISS LITTLE 11949 30.9  
 NOT AT ALL 7153 18.5

12D SEF FRIENDS # %  
 MISS A LOT 29206 74.8  
 MISS LITTLE 6033 15.5  
 NOT AT ALL 3781 9.7

13. TEACHERS CARE # %  
 ALL 6151 16.0  
 MOST 8111 21.0  
 SOME 8501 22.0  
 FEW 9939 25.0  
 NONE 5853 15.2

66

SAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

TRICT/SCHOOL: SOUTH CAROLINA

14A TEACHER WORK SERIOUS	#	%	TRUE	35393	89.9	FALSE	3965	10.1
14B STUDENTS WORK ON OWN	#	%	TRUE	22757	57.9	FALSE	16519	42.1
14C TEACHER WORKS AS EXP	#	%	TRUE	17430	44.6	FALSE	21663	55.4
14D TEACHER WANTS OWN WA	#	%	TRUE	23956	61.7	FALSE	14879	38.3
14E TEACHER DISCUSS PROB	#	%	TRUE	31207	79.9	FALSE	7830	20.1
14F NO TEACHER RESPECT	#	%	TRUE	18863	48.1	FALSE	20373	51.9
14G STUDENTS RESPECTED	#	%	TRUE	24345	62.4	FALSE	14660	37.6
15. PARENTS KNOW TEACHER	#	%	ALL NAMES SOME NAMES/FEN / NONE					
	#	%		11736	29.9		17552	44.7
							9976	25.4
16. BEST FRIFNDS-OTHER R	#	%	YES	23190	59.0	NO	2500	6.4
	#	%				DDNIT KNOW	13588	34.6

DISTRICT/SCHOOL: SOUTH CAROLINA

17. PARENTS SCHOOL ACTIV	NEVER	OCCASIONAL/OFTEN
#	15252	14271
%	38.9	36.4
		24.7

18A SCHOOL REPUTATION	ACADEMIC
#	13942
%	100.0

18B SCHOOL REPUTATION	VOCATIONAL
#	10576
%	100.0

18C SCHOOL REPUTATION	FACULTY
#	14074
%	100.0

18D SCHOOL REPUTATION	ATHLETICS
#	12264
%	100.0

18E SCHOOL REPUTATION	EASY SCHOOL
#	9089
%	100.0

18F SCHOOL REPUTATION	HARD SCHOOL
#	14721
%	100.0

19. WITH FRIENDS OUTSIDE	EVERY DAY	OFTEN	ONE WEEK	1-2 MONTH	INFREQUENT
#	21785	8538	4047	2139	2874
%	55.3	21.7	10.3	5.4	7.3

20. DATE OPPOSITE SEX	EVERY DAY	OFTEN	ONCE WEEK	1-2 MONTH	FEW TIME	NEVER
#	1781	4038	5389	3832	5900	18256
%	4.6	10.3	13.8	9.8	14.8	46.7

SSAI - STUDENT SURVEY SECTION - TABULATION OF RESPONSES

DC70000A, 1974

STRICT/SCHOOL SOUTH CAROLINA

21. TIME IN SCHOOL DAY	AT SCHOOL	VOCAT/SCH	SCH / WORK	SOME HS	H S GRAD	SOME CUL	COL GRAD	AFTER COL	COL GRAD	DON'T KNOW
#	32563	2465	3975	5269	6948	2082	3514	728	1302	14081
x	83.5	6.3	10.2	13.6	18.0	5.4	9.1	1.9	3.4	96.3
22. GRADE FATHER COMPLET	SOME ELEM ALL ELEM	SOME HS	H S GRAD	SOME CUL	COL GRAD	AFTER COL	COL GRAD	DON'T KNOW		
#	2922	1891	5269	2082	3514	728	1302	14081		
x	7.5	4.9	13.6	5.4	9.1	1.9	3.4	96.3		
23. GRADE MOTHER COMPLET	SOME ELEM ALL ELEM	SOME HS	H S GRAD	SOME CUL	COL GRAD	AFTER COL	COL GRAD	DON'T KNOW		
#	2326	2236	6832	2274	3317	677	906	10726		
x	6.0	5.8	17.6	5.9	8.6	1.7	2.3	27.7		
24. GO TO COLLEGE	NO	PROB NOT	PROB YES	YES	DONIT KNOW					
#	2781	3082	13102	9399	10665					
x	7.1	7.9	33.6	24.1	27.3					
25. GRADE YOU WILL FINIS	BELOW H S	HIGH SCH	BUS/TRADE	2 YR COL	4 YR COL	MASTER DEGREE	DEGREE			
#	1599	12261	1873	6707	4825	3646	5476			
x	4.2	31.9	4.9	22.7	12.6	9.5	14.3			

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**APPENDIX D**

**Computer Printout Report No. 2**

**Attitude Section  
Statewide Results  
Grade Seven**



SAI - ATTITUDE SECTION FREQUENCY DISTRIBUTION

DISTRICT/SCHOOL: SOUTH CAROLINA Grade Seven

REPORT ?  
OCTOBER, 1974

WORK	SELF-REL	IDENTITY	COMMUNIC	ROLES	TRUST	SOCIAL C	TOLERANCE	CHANGE	INDVDL A	SOCIAL A
11.5-12.00	0	0	0	0	0	0	0	0	278	263
10.5-11.49	0	0	0	0	0	0	0	0	1813	2605
9.5-10.49	0	0	0	0	0	0	0	0	4187	6004
8.5- 9.49	0	0	0	0	0	0	0	0	7052	8538
7.5- 8.49	0	0	0	0	0	0	0	0	10436	10554
6.5- 7.49	0	0	0	0	0	0	0	0	9601	8107
5.5- 6.49	0	0	0	0	0	0	0	0	4357	2758
4.5- 5.49	0	0	0	0	0	0	0	0	1328	488
3.5- 4.49	2415	3310	5902	1170	4848	4774	5620	3812	266	31
2.5- 3.49	20564	19788	20754	17086	20630	20605	23064	24062	43	13
1.5- 2.49	15977	15388	17493	20304	12881	13262	10498	11235	0	0
1.0- 1.49	549	981	692	872	850	741	185	152	0	0
MEAN	2.6	2.6	2.7	2.4	2.7	2.3	2.8	2.7	7.8	6.2

THERE WERE 39833 RECORDS READ

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FREQUENCY DISTRIBUTION PERCENTS

DISTRICT/SCHOOL: SOUTH CAROLINA

	WORK	SELF-REL	IDENTITY	COMMUNIC	ROLES	TRUST	SOCIAL C	TOLERANCE	CHANGE	INDVDL A	SOCIAL A
11.5-12.00	0	0	0	0	0	0	0	0	0	1	1
10.5-11.49	0	0	0	0	0	0	0	0	0	5	7
9.5-10.49	0	0	0	0	0	0	0	0	0	11	15
8.5- 9.49	0	0	0	0	0	0	0	0	0	16	21
7.5- 8.49	0	0	0	0	0	0	0	0	0	26	26
6.5- 7.49	0	0	0	0	0	0	0	0	0	24	20
5.5- 6.49	0	0	0	0	0	0	0	0	0	11	7
4.5- 5.49	0	0	0	0	0	0	0	0	0	3	1
3.5- 4.49	6	8	14	3	12	1	12	14	10	1	0
2.5- 3.49	52	50	52	43	52	35	52	58	60	0	0
1.5- 2.49	40	39	31	51	32	58	33	26	28	0	0
1.0- 1.49	1	2	2	2	2	4	2	0	0	0	0

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DETAILED FREQUENCY DISTRIBUTION

DISTRICT/SCHOOL: SOUTH CAROLINA

PAGE 3

MARK	SELF-RESPECT	IDENTITY	COMMUNIC	ROLES	TRUST	SOCIAL C	TOLERANCE	CHANGE	
3.95- 4.000	192	366	780	95	520	56	545	739	362
3.85- 3.949	193	286	564	69	558	19	489	708	265
3.75- 3.849	305	404	808	106	909	43	640	909	481
3.65- 3.749	479	644	1064	253	1213	77	995	1473	829
3.55- 3.649	549	796	1143	288	1461	96	1976	1611	902
3.45- 3.549	607	814	1143	369	187	151	1315	180	1053
3.35- 3.449	892	1238	1565	547	1723	282	1362	1885	1563
3.25- 3.349	1166	1296	1711	733	2069	389	1521	2397	1647
3.15- 3.249	1273	1438	1647	838	1750	508	1733	2094	1830
3.05- 3.149	1656	1630	1864	1117	2257	797	1795	2332	2234
2.95- 3.049	1989	2070	2243	1545	2644	1134	2134	3016	1469
2.85- 2.949	2162	2069	2262	1726	2454	1312	2054	2735	1630
2.75- 2.849	2650	2451	2426	2250	2522	1922	2104	2792	2950
2.65- 2.749	2800	2440	2413	2527	2442	2217	2210	2708	2858
2.55- 2.649	3003	2687	2467	2981	2572	2749	4201	2716	3073
2.45- 2.549	2973	2469	2159	2822	397	2429	2140	389	2808
2.35- 2.449	2929	2516	2281	3325	2594	1310	2183	2518	2710
2.25- 2.349	2935	2580	2187	3463	2430	3432	1836	2264	2470
2.15- 2.249	2437	2295	1863	3083	1758	3303	1612	1534	1971
2.05- 2.149	2140	1894	1551	2677	1659	2939	1459	1346	1373
1.95- 2.049	1800	1870	1441	2408	1609	2891	1295	1210	1083
1.85- 1.949	1326	1347	1023	1845	1050	2344	892	701	718
1.75- 1.849	943	1042	820	1397	841	1776	784	453	447
1.65- 1.749	693	827	606	970	616	1380	537	262	239
1.55- 1.649	473	632	444	717	445	1181	723	156	144
1.45- 1.549	293	377	271	419	79	684	251	54	80
1.35- 1.449	197	318	241	322	306	535	186	52	26
1.25- 1.349	177	258	184	307	235	449	146	44	47
1.15- 1.249	54	133	81	77	113	214	50	8	10
1.05- 1.149	22	78	63	36	65	122	49	3	3
1.00- 1.049	99	194	123	128	131	254	113	78	66