### Appendix A
Trends in Characteristics of General Underachievers, Gifted Underachievers and Gifted Achievers

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>Underachievers</th>
<th>Underachieving Gifted</th>
<th>Achieving Gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHAVIOUR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cited as socially immature</td>
<td>Cited as socially immature</td>
<td>Cited as socially mature</td>
<td></td>
</tr>
<tr>
<td>Incidence of emotional problems</td>
<td>High incidence of emotional problems</td>
<td>Low incidence of emotional problems</td>
<td></td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>Low self-esteem</td>
<td>High self-esteem</td>
<td></td>
</tr>
<tr>
<td>Antisocial behaviour</td>
<td>Antisocial behaviour</td>
<td>Acceptable social behaviour</td>
<td></td>
</tr>
<tr>
<td>SEX</td>
<td>Majority males</td>
<td>Majority males</td>
<td>Majority females (grades 1-7) about even in grades 7-12</td>
</tr>
<tr>
<td>Family instability</td>
<td>Family instability</td>
<td>Family stability</td>
<td></td>
</tr>
<tr>
<td>FAMILY</td>
<td>Undesirable home environments</td>
<td>Undesirable home environments</td>
<td>Socially and educationally positive home environments.</td>
</tr>
</tbody>
</table>

Appendix B
The Teacher’s Recommendation Checklist

Please tick ( ) if any of the below symptoms is seen in the student.

1. Are there marked discrepancies between the student’s abilities in different areas?
   For example   (a) apparently bright but not learning to read;
            (b) reads well but refuses to turn in written work;
            © verbally advanced but hates puzzles;

2. Does the student have excessive clumsiness?

3. Does the student show inability to calculate?

4. Does the student use sophisticated and advanced vocabulary in speaking but not in writing?

5. Does the student have complicated thought process

6. Is the student very deliberate and slow in responding to questions but gives very thoughtful answers?

7. Is the student a keen observer but has poor auditory memory?

8. Does the student have acute hearing but poor listening skills?

• If any two of these symptoms apply, students will be diagnosed for academic giftedness and underachievement.
Appendix C
Background Data Questionnaire

Fill in the blanks or tick ( ) beside the answer that its you best.

Name : __________________________________________
Age : _______  Date of Birth : ______________________
I/C No. : ________________________  Sex : __________
Race : ________________________  Religion: ________
Father’s Occupation : __________________________________________
Father’s Highest Level of Education : ________________________
Mother’s Occupation : __________________________________________
Mother’s Highest Level of Education: ________________________

In what medium of language were your parents educated in? __________

Describe your family situation. (Parents living together, separated, etc)

________________________________________________________________________

Size of family (number of brothers/sisters) :

________________________________________________________________________

Close friend(s)/Best friend(s) :

________________________________________________________________________

Hobbies and interest :

________________________________________________________________________

Out of school jobs

________________________________________________________________________
Describe the home as a place to study.

Describe the school/college as a place to study.

Plans for further studies

Thank you for your co-operation
Appendix D
A sample page from the Attitude Questionnaire
(Tannenbaum, 1962)

To all students,

This is part of a survey of attitudes toward your friends/peers. The purpose of this questionnaire is to get your opinions on them. This is not a test in which there are right or wrong answers. Your judgement is as good as the next fellow’s. I ask you to cooperate by honestly answering your true opinions.

Part I
Directions: Circle the YES if the word or phrase usually characterizes your friend/peer. Circle the NO if the word or phrase does not usually characterize your friend/peer.

YES  NO  1. A good sport
YES  NO  2. A perfectionist     YES  NO  9. A walking dictionary
YES  NO  3. A teacher’s pet     YES  NO 10. A good school citizen
YES  NO  4. A brain             YES  NO 11 A bookworm
YES  NO  5. A good conversationalist YES  NO 12. A creep
YES  NO  6. A good leader       YES  NO 13. Nice looking
YES  NO  7. Spoiled             YES  NO 14. Obedient
YES  NO  8. Serious             YES  NO 15. Thin
                      YES  NO 16. Stuck-up
Appendix E
A sample page from the School Attitudes Inventory
(Raph, Goldberg and Passow, 1966)

Name: ____________________________________________________________

Last name    first name    middle name

Class: ____________________________________________________________

Date: ____________________________________________________________

1. Think over all the courses you now have (or have had) at secondary school.
Then answer the following questions:

A. The subject I like (or have liked) best is
__________________________ (subject) because I find it
__________________________ (check at the left any or all of the following that
apply.)

_______ 1. Especially interesting
_______ 2. Easy
_______ 3. Challenging
_______ 4. Satisfying and comfortable in class atmosphere
_______ 5. Useful in my plans for the future

B. The subject I like (or have liked) second best is
__________________________ (subject) because I find it
__________________________ (check at the left any or all of the following that
apply.)

_______ 1. Especially interesting
_______ 2. Easy
_______ 3. Challenging
_______ 4. Satisfying and comfortable in class atmosphere
_______ 5. Useful in my plans for the future
Appendix F
A sample page from the Interview Schedule & Instructions Form
(Raph, Goldberg and Passow, 1966)

It is agreed that at the outset we should make clear to the pupil why he/she is being interviewed. He/she should feel that I am concerned about him/her and the others and that any information that he/she might give me might help in helping him/her and the others.

It should be made quite clear that any direct use of information from this interview will be made on a confidential basis. He/she should understand that the more frankly he/she speaks the more valuable the interview will be to him/her and to others.

Following the introductory remarks, I might begin the actual questioning in any manner and in any sequence which is most comfortable and effective for us. The questions that appear below merely indicate the kind of information sought. How I get at the information is up to me. It is well to note, however, that I should be prepared for rebuff or for student’s trying to direct the interview his/her own way. I should be sure to get reactions and answers to all of the questions which follow and yet certainly be flexible enough to pursue promising leads.

I am after information suggested by these questions:

1. How do you feel about school?
2. How do you feel about the subjects you are taking?
3. How do you feel about your teachers?
4. How do your parents feel about your school?
5. How do your parent feel about the subjects you are taking?
Appendix G
A sample page from the Teacher’s Evaluation Inventory
(Chiam, 1976)

Part I

Instructions: You are required to evaluate each student along a 5-point scale. (Least, below average, average, above average, most). The low end is indicated by """" and the high end by "5". Please circle the appropriate number (only one)

Example:
1. Least Low End (1)
2. Below average
3. Average
4. Above average
5. Most High End (5)

Diligence
Is among the least the
diligent student in hard-
the class 1 2 3 4 5

Is among most working student in the class
Appendix H
A sample page from the High Ability Underachiever Checklist Version 2
(Wong, 1992)

School: ____________________________ Class:

Sex: Male / Female CGPA Score:

RESULTS OF PAST EXAMINATIONS

<table>
<thead>
<tr>
<th>Aggregate for PMR</th>
<th>Aggregate for SPM</th>
</tr>
</thead>
</table>

Instructions:

This questionnaire is part of a research to examine how pupils feel about themselves and factors contributing to achievement.

THIS IS NOT A TEST.

There are no right or wrong answers. How you **USUALLY** feel is the **ANSWER**.

Please **FILL IN THE NECESSARY INFORMATION** required at the top of this page.

When filling in the **ANSWER SHEET**, please use the pencil provided to shade the entire circle of number you choose.

If you must change your answer, please rub off completely the unwanted answer. **REMEMBER** to only fill in **ONE** circle for each question.

FINALLY, PLEASE READ THE INSTRUCTIONS FOR EACH SECTION CAREFULLY BEFORE PROCEEDING.
SECTION A

This is section seeking your opinion about your parents. You should choose only ONE of the following answers:

1. **ALWAYS** - This applies to me all the time
2. **MOST** - This applies to me most of the time
3. **SOMETIMES** - This applies to me most of the time
4. **NEVER** - This does not apply to me at all.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My parents encourage me to read more</td>
</tr>
<tr>
<td>2</td>
<td>My parents talk to me about what I read</td>
</tr>
<tr>
<td>3</td>
<td>My parents tell me that I am lazy</td>
</tr>
<tr>
<td>4</td>
<td>My parents check my homework all the time.</td>
</tr>
<tr>
<td>5</td>
<td>My parents are involved I most of my decision making.</td>
</tr>
<tr>
<td>6</td>
<td>My parents give me a study area at home where I can do my homework.</td>
</tr>
<tr>
<td>7</td>
<td>My parents tell me how to spend my time.</td>
</tr>
<tr>
<td>8</td>
<td>My parents borrow books and resources for me so that I can do well in school.</td>
</tr>
<tr>
<td>9</td>
<td>My parents thought that I would fail the final exams this year.</td>
</tr>
<tr>
<td>10</td>
<td>My parents ensure that I do my homework before I sleep.</td>
</tr>
<tr>
<td>11</td>
<td>My parents keep up with my progress in school.</td>
</tr>
<tr>
<td>12</td>
<td>My parents feel that I should spend my leisure time revising my schoolwork.</td>
</tr>
<tr>
<td>13</td>
<td>My parents help me in my homework.</td>
</tr>
<tr>
<td>14</td>
<td>My parents want to know what I am reading when I’m reading.</td>
</tr>
<tr>
<td>15</td>
<td>My parents tell me to excel in my studies so that I can go to a good college later.</td>
</tr>
<tr>
<td>16</td>
<td>My parents remind me to finish my homework.</td>
</tr>
<tr>
<td>17</td>
<td>My parents will scold me if I get less than 75 marks for my tests.</td>
</tr>
<tr>
<td>18</td>
<td>My parents purchase books and resources for me so that I can do well.</td>
</tr>
<tr>
<td>19</td>
<td>My parents are unhappy when my schoolwork is not done well.</td>
</tr>
<tr>
<td>20</td>
<td>My parents check my schoolwork at least twice a week.</td>
</tr>
</tbody>
</table>