

Abstract

Achenbach's Teacher's Report Form (TRF) was applied to 1192 children, a representative sample of the total population of normal primary school children (age 6-12) in Hong Kong. For the children of each sex, separate robust dimensions of Withdrawn, Anxious/ Depressed, Social Problem, Attention Problem, and Aggressive Behaviors did emerge and grouped as Internalizing and Externalizing Problems. The internal reliability was satisfactory. The correlations among different subscales were similar to those reported in the West. On all the subscales, the scores were also similar to those of the western countries. There was a significant sex effect with boys having higher total and subscales scores of Social Problem, Attention Problem, Delinquent Behavior, Aggressive Behavior, and Externalizing. The significant results of ANOVA shown that children from low income families had higher subscale score of Withdrawn; children having repeated grade or received special education had higher score on all the subscales; and children from reconstituted families had higher total and subscale score of Attention Problem, Aggressive Behavior, and Externalizing. The present study supported the applicability of TRF to Chinese children in Hong Kong.