Measuring mathematical resilience: an application of the construct of resilience to the study of mathematics.

Conference Item

How to cite:


For guidance on citations see FAQs

© 2013 The Authors
Version: Accepted Manuscript
Link(s) to article on publisher’s website:
http://www.aera.net/EventsMeetings/PreviousAnnualMeetings/2013AnnualMeeting/tabid/14923/Default.aspx

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.
Table 1.

*Demographic Distribution of Each Sample*

<table>
<thead>
<tr>
<th>Characteristic (%)</th>
<th>EFA1 (n=253)</th>
<th>EFA2 (n=280)</th>
<th>CFA (n=290)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36.4</td>
<td>38.4</td>
<td>42.1</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>82.6</td>
<td>77.2</td>
<td>73.8</td>
</tr>
<tr>
<td>African American</td>
<td>7.5</td>
<td>6.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Latino</td>
<td>4.0</td>
<td>3.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Asian</td>
<td>3.2</td>
<td>8.2</td>
<td>11.7</td>
</tr>
<tr>
<td>Indigenous American</td>
<td>0.0</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Other</td>
<td>2.0</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Highest Level Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Algebra</td>
<td>1.6</td>
<td>0.8</td>
<td>1.0</td>
</tr>
<tr>
<td>College Algebra</td>
<td>13.8</td>
<td>31.3</td>
<td>33.1</td>
</tr>
<tr>
<td>Calculus I</td>
<td>19.0</td>
<td>49.5</td>
<td>43.1</td>
</tr>
<tr>
<td>Calculus II</td>
<td>4.0</td>
<td>11.0</td>
<td>14.8</td>
</tr>
<tr>
<td>More than Calculus II</td>
<td>60.9</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>3.2</td>
<td>3.4</td>
</tr>
</tbody>
</table>
Table 2.  
*Standardized Factor Pattern Coefficients, Structure Coefficients, and Communalities for the Four Factor Principal-axis Factor Analysis of the Mathematical Resilience scale, EFA1.*

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Pattern Coefficients</th>
<th>Structure Coefficients</th>
<th>h2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Value</td>
<td>Struggle</td>
<td>Growth</td>
</tr>
<tr>
<td>V1</td>
<td>Math is essential for my future.</td>
<td>.793</td>
<td>.799</td>
<td>.214</td>
</tr>
<tr>
<td>V2</td>
<td>Math will be useful to me in my life’s work.</td>
<td>.860</td>
<td>.835</td>
<td>.245</td>
</tr>
<tr>
<td>V3</td>
<td>Math courses are very helpful no matter what I decide to study.</td>
<td>.625</td>
<td>.681</td>
<td>.251</td>
</tr>
<tr>
<td>V4</td>
<td>Knowing math contributes greatly to achieving my goals.</td>
<td>.905</td>
<td>.874</td>
<td>.252</td>
</tr>
<tr>
<td>V5</td>
<td>Having a solid knowledge of math helps me understand more complex topics in my field of study.</td>
<td>.855</td>
<td>.867</td>
<td>.297</td>
</tr>
<tr>
<td>V6</td>
<td>People who are good at math have more opportunities than those who aren’t good at math.</td>
<td>.398</td>
<td>.375</td>
<td>.121</td>
</tr>
<tr>
<td>V7</td>
<td>Thinking mathematically can help me with things that matter to me.</td>
<td>.774</td>
<td>.790</td>
<td>.248</td>
</tr>
<tr>
<td>V8</td>
<td>It would be difficult to succeed in life without math.</td>
<td>.450</td>
<td>.463</td>
<td>.070</td>
</tr>
<tr>
<td>V9</td>
<td>Math develops good thinking skills that are necessary to succeed in any career.</td>
<td>.579</td>
<td>.640</td>
<td>.188</td>
</tr>
<tr>
<td>S1</td>
<td>Everyone struggles with math at some point.</td>
<td>.685</td>
<td>.103</td>
<td>.666</td>
</tr>
<tr>
<td>S3</td>
<td>Good mathematicians experience difficulties when solving problems.</td>
<td>.654</td>
<td>.243</td>
<td>.653</td>
</tr>
<tr>
<td>S4</td>
<td>Successful people who work in math related fields struggle when working on hard math problems.</td>
<td>.103</td>
<td>.301</td>
<td>.640</td>
</tr>
<tr>
<td>S5</td>
<td>Everyone makes mistakes at times when doing math.</td>
<td>.131</td>
<td>.288</td>
<td>.562</td>
</tr>
<tr>
<td>S6</td>
<td>Struggle is a normal part of working on math.</td>
<td>.494</td>
<td>.027</td>
<td>.463</td>
</tr>
<tr>
<td>S7</td>
<td>People in my peer group struggle sometimes with math.*</td>
<td>.481</td>
<td>.091</td>
<td>.496</td>
</tr>
<tr>
<td>S8</td>
<td>People who are good at math may fail a hard math test.</td>
<td>.138</td>
<td>.302</td>
<td>.510</td>
</tr>
<tr>
<td>S9</td>
<td>Math teachers are sometimes stumped by a math problem.</td>
<td>.151</td>
<td>.254</td>
<td>.450</td>
</tr>
</tbody>
</table>

*Note.* Pattern coefficients given in boldface have values of .40 or greater and signify items loading primarily with that factor. Pattern coefficients less than .10 were suppressed. h\(^2\) represents the communality of the measured variables.
**Item was reworded in EFA2.**

**Table 2 Continued.**

*Standardized Factor Pattern Coefficients, Structure Coefficients, and Communalities for the Four Factor Principal-axis Factor Analysis of the Mathematical Resilience scale, EFA1.*

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Pattern Coefficients</th>
<th>Structure Coefficients</th>
<th>h2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Value</td>
<td>Struggle</td>
<td>Growth</td>
</tr>
<tr>
<td>G1</td>
<td>Everyone can get better at math if they try.**</td>
<td>.302</td>
<td>.557</td>
<td>.495</td>
</tr>
<tr>
<td>G2</td>
<td>Math can be learned by anyone.</td>
<td>.668</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G3</td>
<td>If someone is not a math person, they won’t be able to learn much math.</td>
<td>.195</td>
<td>.706</td>
<td>.155</td>
</tr>
<tr>
<td>G4</td>
<td>If someone is not good at math, there is nothing that can be done to change that.</td>
<td>.140</td>
<td>.115</td>
<td>.511</td>
</tr>
<tr>
<td>G5</td>
<td>People are either good at math or they aren’t.</td>
<td>.103</td>
<td>.553</td>
<td></td>
</tr>
<tr>
<td>G6</td>
<td>I believe a person’s math ability is determined at birth.**</td>
<td>-.252</td>
<td>.623</td>
<td></td>
</tr>
<tr>
<td>G7</td>
<td>Some people cannot learn math.</td>
<td>.762</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G8</td>
<td>Only smart people can do math.</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>G9</td>
<td>I believe I can grow in my knowledge of math</td>
<td>.408</td>
<td>.104</td>
<td>-.159</td>
</tr>
<tr>
<td>R1</td>
<td>When I have done poorly on something related to math, I know how to adapt.</td>
<td>.551</td>
<td></td>
<td>-.274</td>
</tr>
<tr>
<td>R2</td>
<td>I sometimes get discouraged by difficulties in mathematics, but I bounce back.</td>
<td>.590</td>
<td>.131</td>
<td>-.123</td>
</tr>
<tr>
<td>R3</td>
<td>I have strategies to use when I get stuck trying to solve math problems.</td>
<td>.582</td>
<td></td>
<td>-.148</td>
</tr>
<tr>
<td>R4</td>
<td>When I fail or do poorly on a math test, I know I have to work harder.</td>
<td>.262</td>
<td>.117</td>
<td>-.377</td>
</tr>
<tr>
<td>R5</td>
<td>When I struggle with math, I return to it until I get it.</td>
<td>.603</td>
<td>.082</td>
<td>-.427</td>
</tr>
<tr>
<td>R6</td>
<td>When I experience a setback in something related to math, I seek encouragement from others.</td>
<td>.026</td>
<td></td>
<td>-.427</td>
</tr>
<tr>
<td>R7</td>
<td>I sometimes find math confusing, but I stick with it.</td>
<td>-.151</td>
<td>.603</td>
<td>-.274</td>
</tr>
<tr>
<td>R8</td>
<td>When I don’t do as well as I hoped on a math task or test, I keep trying until I can do it.</td>
<td>.496</td>
<td></td>
<td>-.454</td>
</tr>
</tbody>
</table>

*Note.* Pattern coefficients given in boldface have values of .40 or greater and signify items loading primarily with that factor. Pattern coefficients less than .10 were suppressed. h² represents the communality of the measured variables.
Table 3.
Standardized Factor Pattern Coefficients, Structure Coefficients, and Communalities for the Four Factor Principal-axis Factor Analysis of the Mathematical Resilience scale, EFA2.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Value</th>
<th>Struggle</th>
<th>Growth</th>
<th>Value</th>
<th>Struggle</th>
<th>Growth</th>
<th>$h^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>Math is essential for my future.</td>
<td>0.763</td>
<td>0.135</td>
<td>0.833</td>
<td>0.356</td>
<td>0.395</td>
<td>.719</td>
<td></td>
</tr>
<tr>
<td>V2</td>
<td>Math will be useful to me in my life’s work.</td>
<td>0.851</td>
<td>0.287</td>
<td>0.771</td>
<td>0.319</td>
<td>0.405</td>
<td>.739</td>
<td></td>
</tr>
<tr>
<td>V3</td>
<td>Math courses are very helpful no matter what I decide to study.</td>
<td>0.697</td>
<td>0.170</td>
<td>0.771</td>
<td>0.319</td>
<td>0.405</td>
<td>.626</td>
<td></td>
</tr>
<tr>
<td>V4</td>
<td>Knowing math contributes greatly to achieving my goals.</td>
<td>0.867</td>
<td>0.100</td>
<td>0.881</td>
<td>0.247</td>
<td>0.368</td>
<td>.787</td>
<td></td>
</tr>
<tr>
<td>V5</td>
<td>Having a solid knowledge of math helps me understand more complex topics in my field of study.</td>
<td>0.732</td>
<td>0.719</td>
<td>0.225</td>
<td>0.202</td>
<td>.518</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V6</td>
<td>People who are good at math have more opportunities than those who aren’t good at math.</td>
<td>0.421</td>
<td>-0.259</td>
<td>0.352</td>
<td>0.133</td>
<td>-0.116</td>
<td>.184</td>
<td></td>
</tr>
<tr>
<td>V7</td>
<td>Thinking mathematically can help me with things that matter to me.</td>
<td>0.627</td>
<td>0.118</td>
<td>0.673</td>
<td>0.252</td>
<td>0.324</td>
<td>.467</td>
<td></td>
</tr>
<tr>
<td>V8</td>
<td>It would be difficult to succeed in life without math.</td>
<td>0.557</td>
<td>0.233</td>
<td>0.655</td>
<td>0.296</td>
<td>0.425</td>
<td>.485</td>
<td></td>
</tr>
<tr>
<td>V9</td>
<td>Math develops good thinking skills that are necessary to succeed in any career.</td>
<td>0.571</td>
<td>0.187</td>
<td>0.682</td>
<td>0.403</td>
<td>0.373</td>
<td>.523</td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td>Everyone struggles with math at some point.</td>
<td>-0.113</td>
<td>0.521</td>
<td>0.042</td>
<td>0.475</td>
<td>0.010</td>
<td>.242</td>
<td></td>
</tr>
<tr>
<td>S3</td>
<td>Good mathematicians experience difficulties when solving problems.</td>
<td>0.135</td>
<td>0.561</td>
<td>0.334</td>
<td>0.614</td>
<td>0.195</td>
<td>.399</td>
<td></td>
</tr>
<tr>
<td>S4</td>
<td>People who work in math related fields sometimes find math challenging.</td>
<td>0.184</td>
<td>0.556</td>
<td>0.358</td>
<td>0.612</td>
<td>0.137</td>
<td>.403</td>
<td></td>
</tr>
<tr>
<td>S5</td>
<td>Everyone makes mistakes at times when doing math.</td>
<td>0.471</td>
<td>0.162</td>
<td>0.475</td>
<td>0.113</td>
<td>.227</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S6</td>
<td>Struggle is a normal part of working on math.</td>
<td>0.575</td>
<td>0.255</td>
<td>0.592</td>
<td>0.067</td>
<td>.358</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S7</td>
<td>People in my peer group struggle sometimes with math.</td>
<td>0.612</td>
<td>-0.111</td>
<td>0.235</td>
<td>0.614</td>
<td>0.024</td>
<td>.389</td>
<td></td>
</tr>
<tr>
<td>S8</td>
<td>People who are good at math may fail a hard math test.</td>
<td>0.592</td>
<td>0.122</td>
<td>0.575</td>
<td>0.158</td>
<td>.341</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S9</td>
<td>Math teachers are sometimes stumped by a math problem.</td>
<td>0.395</td>
<td>0.153</td>
<td>0.404</td>
<td>0.094</td>
<td>.164</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S10</td>
<td>When someone struggles in math, it doesn’t mean they have done something wrong.</td>
<td>0.309</td>
<td>0.121</td>
<td>0.318</td>
<td>0.096</td>
<td>.103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S11</td>
<td>Making mistakes is necessary to get good at math.</td>
<td>0.103</td>
<td>0.533</td>
<td>0.186</td>
<td>0.338</td>
<td>0.318</td>
<td>.414</td>
<td></td>
</tr>
</tbody>
</table>

Note. Pattern coefficients given in boldface have values of .40 or greater and signify items loading primarily with that factor. Pattern coefficients less than .10 were suppressed. $h^2$ represents the communality of the measured variables.

a Item was reworded in EFA2.
Table 3 Continued.

*Standardized Factor Pattern Coefficients, Structure Coefficients, and Communalities for the Four Factor Principal-axis Factor Analysis of the Mathematical Resilience scale, EFA2.*

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Pattern Coefficients</th>
<th>Structure Coefficients</th>
<th>$h^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Value</td>
<td>Struggle</td>
<td>Growth</td>
</tr>
<tr>
<td>G1</td>
<td>Everyone can get better at math.(^a)</td>
<td>0.195</td>
<td>0.228</td>
<td><strong>0.523</strong></td>
</tr>
<tr>
<td>G2</td>
<td>Math can be learned by anyone.</td>
<td>0.171</td>
<td>0.207</td>
<td><strong>0.469</strong></td>
</tr>
<tr>
<td>G3</td>
<td>If someone is not a math person, they won’t be able to learn much math.</td>
<td></td>
<td></td>
<td><strong>0.618</strong></td>
</tr>
<tr>
<td>G4</td>
<td>If someone is not good at math, there is nothing that can be done to change that.</td>
<td>0.121</td>
<td></td>
<td><strong>0.681</strong></td>
</tr>
<tr>
<td>G5</td>
<td>People are either good at math or they aren’t.</td>
<td>0.134</td>
<td>-0.232</td>
<td><strong>0.563</strong></td>
</tr>
<tr>
<td>G6</td>
<td>Everyone’s math ability is determined at birth.(^a)</td>
<td></td>
<td></td>
<td><strong>0.561</strong></td>
</tr>
<tr>
<td>G7</td>
<td>Some people cannot learn math.</td>
<td>0.126</td>
<td>-0.176</td>
<td><strong>0.538</strong></td>
</tr>
<tr>
<td>G8</td>
<td>Only smart people can do math.</td>
<td></td>
<td></td>
<td><strong>0.604</strong></td>
</tr>
</tbody>
</table>

*Note.* Pattern coefficients given in boldface have values of .40 or greater and signify items loading primarily with that factor. Pattern coefficients less than .10 were suppressed. $h^2$ represents the communality of the measured variables.

\(^a\)Item was reworded in EFA2.

\(^b\)Item is new in EFA2.
Table 4.  
*Pattern matrix for the three factor confirmatory factor analysis of the mathematical resilience scale.*

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Value</th>
<th>Struggle</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>Math is essential for my future.</td>
<td>0.914</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V2</td>
<td>Math will be useful to me in my life’s work.</td>
<td>0.933</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V3</td>
<td>Math courses are very helpful no matter what I decide to study.</td>
<td>0.807</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V4</td>
<td>Knowing math contributes greatly to achieving my goals.</td>
<td>0.914</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V5</td>
<td>Having a solid knowledge of math helps me understand more complex topics in my field of study.</td>
<td>0.811</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V7</td>
<td>Thinking mathematically can help me with things that matter to me.</td>
<td>0.764</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V8</td>
<td>It would be difficult to succeed in life without math.</td>
<td>0.685</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V9</td>
<td>Math develops good thinking skills that are necessary to succeed in any career.</td>
<td>0.697</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>S1</td>
<td>Everyone struggles with math at some point.</td>
<td>0</td>
<td>0.511</td>
<td>0</td>
</tr>
<tr>
<td>S3</td>
<td>Good mathematicians experience difficulties when solving problems.</td>
<td>0</td>
<td>0.517</td>
<td>0</td>
</tr>
<tr>
<td>S4</td>
<td>People who work in math related fields sometimes find math challenging.</td>
<td>0</td>
<td>0.452</td>
<td>0</td>
</tr>
<tr>
<td>S5</td>
<td>Everyone makes mistakes at times when doing math.</td>
<td>0</td>
<td>0.418</td>
<td>0</td>
</tr>
<tr>
<td>S6</td>
<td>Struggle is a normal part of working on math.</td>
<td>0</td>
<td>0.663</td>
<td>0</td>
</tr>
<tr>
<td>S7</td>
<td>People in my peer group struggle sometimes with math.</td>
<td>0</td>
<td>0.389</td>
<td>0</td>
</tr>
<tr>
<td>S10</td>
<td>When someone struggles in math, it doesn’t mean they have done something wrong.</td>
<td>0</td>
<td>0.356</td>
<td>0</td>
</tr>
<tr>
<td>S11</td>
<td>Making mistakes is necessary to get good at math.</td>
<td>0</td>
<td>0.632</td>
<td>0</td>
</tr>
<tr>
<td>G2</td>
<td>Math can be learned by anyone.</td>
<td>0</td>
<td>0</td>
<td>0.586</td>
</tr>
<tr>
<td>G3</td>
<td>If someone is not a math person, they won’t be able to learn much math.</td>
<td>0</td>
<td>0</td>
<td>0.747</td>
</tr>
<tr>
<td>G4</td>
<td>If someone is not good at math, there is nothing that can be done to change that.</td>
<td>0</td>
<td>0</td>
<td>0.721</td>
</tr>
<tr>
<td>G5</td>
<td>People are either good at math or they aren’t.</td>
<td>0</td>
<td>0</td>
<td>0.608</td>
</tr>
<tr>
<td>G6</td>
<td>Everyone’s math ability is determined at birth.</td>
<td>0</td>
<td>0</td>
<td>0.554</td>
</tr>
<tr>
<td>G7</td>
<td>Some people cannot learn math.</td>
<td>0</td>
<td>0</td>
<td>0.667</td>
</tr>
<tr>
<td>G8</td>
<td>Only smart people can do math.</td>
<td>0</td>
<td>0</td>
<td>0.612</td>
</tr>
</tbody>
</table>

*Note.* Pattern coefficients given in boldface have values of .40 or greater and signify items loading primarily with that factor. Pattern coefficients less than .10 were suppressed. $h^2$ represents the communality of the measured variables.

*a* Item was reworded in EFA2.

*b* Item is new in EFA2.
<table>
<thead>
<tr>
<th>Demographic Group</th>
<th>N</th>
<th>Value M (SD)</th>
<th>Struggle M (SD)</th>
<th>Growth M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>231</td>
<td>4.90 (1.28)</td>
<td>5.44 (.76)</td>
<td>4.79 (1.02)</td>
</tr>
<tr>
<td>Female</td>
<td>339</td>
<td>4.86 (1.36)</td>
<td>5.44 (.73)</td>
<td>4.74 (1.09)</td>
</tr>
<tr>
<td>Major</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM majors</td>
<td>159</td>
<td>5.39 (1.16)</td>
<td>5.56 (.75)</td>
<td>4.82 (1.09)</td>
</tr>
<tr>
<td>Non-STEM majors</td>
<td>420</td>
<td>4.67 (1.34)</td>
<td>5.39 (.73)</td>
<td>4.73 (1.05)</td>
</tr>
<tr>
<td>Highest Math Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus or higher</td>
<td>371</td>
<td>5.08 (1.26)</td>
<td>5.46 (.74)</td>
<td>4.84 (1.04)</td>
</tr>
<tr>
<td>Lower than Calculus</td>
<td>208</td>
<td>4.48 (1.37)</td>
<td>5.40 (.74)</td>
<td>4.61 (1.07)</td>
</tr>
<tr>
<td>Self Reported Knowledge of Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>348</td>
<td>5.28 (1.10)</td>
<td>5.46 (.72)</td>
<td>4.96 (.98)</td>
</tr>
<tr>
<td>Low</td>
<td>231</td>
<td>4.25 (1.41)</td>
<td>5.40 (.77)</td>
<td>4.45 (1.10)</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>434</td>
<td>4.81 (1.36)</td>
<td>5.42 (.72)</td>
<td>4.79 (1.05)</td>
</tr>
<tr>
<td>All other</td>
<td>145</td>
<td>5.03 (1.22)</td>
<td>5.49 (.80)</td>
<td>4.65 (1.07)</td>
</tr>
</tbody>
</table>