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Schooling and Pastoral Care in Hong Kong
(Volume 2)

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Notes

Appendixes

Bibliography

Notes

Chapter 1

- 1 The functional theory concerns the trends in technical skill requirements in industrial societies. The technical-function theory (or functional-technological theory as by Wiles (1974)) is a particular application of a more general functional approach emphasizing the importance of the school as a means of providing manpower for the labour market. They are therefore used inter-changeably in this study.
- 2 Parkinson's Law is a principle formulated by the British political scientist Parkinson, C.N. in 1958 to the effects that "work expands so as to fill the time available for its completion" (Bullock, A. & Stallybrass, O. 1977 p.457). Parkinson's Law is considered one of the contemporary forces to counter-act the alleged tendency of the administrative sector to grow faster than the organisation as a whole (Collins 1975 p.297). Here the Law is borrowed as to signify the fact that when more expansion of school education is always followed by greater demand of needs and this demand will go on and on recurrently and the devastating outcome is the devaluation of qualifications.
- 3 When discussing the relationship between income and education, Wiles (1974) propounds that the development of education is a mixture of models in order of importance listed as follows :-
 - (1) Status-Not-Content Hypothesis (SNC) - This model points to the fact that education is a status symbol. For example, as he argues, one cuts more ice with a degree than a salary.
 - (2) Exercise-Not-Content Hypothesis (EXNC) - This theory is referred to the status of the people engaged in the job.
 - (3) Restrictive-Practice-Not-Content (RPNC) - Selection to education, especially higher education, according to this hypothesis, is to secure the welfare of the existing labour force on the job.
 - (4) External-Test-Not-Content Hypothesis (ETNC) - The thesis of this theory shows that education provides proxies for employability.
 - (5) Character-Formation-Not-Content-Hypothesis (CFNC) - The premise here reveals the fact that education is expected to provide the types of personality and character that the employers will require from their work force.

Wiles is elaborating these models in terms of higher education and concludes that "orthodox human capital (functional-technological) theory comes nowhere at all in the non-vocational higher education (NVHE)". His assertion, moreover, is also applicable to education as a whole when higher educational qualifications will be increasingly required for similar jobs than they were before.

- 4 The adaptation model was conceptualised from Durkheim's idea of "anomie" by Merton (1938). The model demonstrates a breakdown in the relationship between societal goals and means such as the disequilibrium in the American society, which highlights financial success irrespective of the means of achieving it. He later summarizes five types of adaptation - conformity, innovation, ritualism, retreatism and rebellion (Merton 1957 p.140).

The sub-culture model was developed by Cohen (1955) as an alternative to Merton's theory. When studying the sub-culture of the gang, he confers that "culture is continually being created, recreated and modified" (p.65). He further argues that one of the problems of the delinquents is the status problem, the achievement of which depends on the criteria of status applied to them by the others. It is this "status frustration" that leads to "reaction formation", which makes them "gravitate toward one another and jointly to establish new norms" (p.66). This then becomes a sub-culture. This model is here applied in the classroom situation to indicate that "status frustration" can also happen to working class children in school when they have clashes with the middle class norms and to children in lower streams and technical or modern school when they feel frustrated by failing to achieve their status craved. This will lead to various kinds of adaptative behaviours.

These two theories are applied here in the thesis to ascertain the argument that firstly, there are sub-cultures in schools according to both primary and secondary social classes and secondly, these sub-cultures will give rise to conflicts and clashes, which in turn generate adaptative behaviours.

Chapter 2

- 1 The basic characteristics of Weber's ideal type of bureaucracy can be summed up as follows (1948 pp.196-198) :-

- (1) Hierarchy of authority,
 - (2) Division of labour,
 - (3) Technically competent personnel,
 - (4) Procedural devices for work situations,
 - (5) Rules governing behaviour of members,
 - (6) Limited authority of office,
 - (7) Differential rewards by office,
 - (8) Impersonality,
 - (9) Administration separated from ownership
- and (10) Emphasis on written communication.

- 2 According to Etzioni (1964 p.3), organisations are characterised by :-

- (1) divisions of labour, power and communication responsibilities deliberately planned to enhance the realization of specific goals,

- (2) the presence of one or more types of powers reviewed continuously to control the concerted efforts of the organisation toward its goals
- and (3) substitution of personnel through removal, transfer and promotion according to assessment of performance.

³ There are several imperatives in the system analysis according to Selznick :-

- (1) The security of the organisation as a whole in relation to the social forces in its environment,
- (2) The stability of the lines of authority and communication,
- (3) The stability of the informal relationship within the organisation,
- (4) The continuities of policy and the sources of its determination
- and (5) A homogeneity of outlook with respect to the measuring and role of the organisation.

⁴ The six types of meetings and committees suggested by Perry (1974) are as follows :-

- (1) Monthly staff meetings,
- (2) Monthly pastoral committee,
- (3) Monthly curriculum committee,
- (4) Monthly finance committee,
- (5) Monthly Staffroom committee
- and (6) Ad hoc committee.

The four stages of school decision-making recorded by Poster (1976 pp.82-86) are as follows :-

- (1) Meeting of the executive team to sort out the problems and refer them to the relevant committees,
- (2) Meetings of the respective committees for the specific problems,
- (3) Bringing up the problems in the general staff meeting
- and (4) Referring the decision made in the general staff meeting to the executive team for consideration and implementation.

The essential point of Marland's idea of complementary team is referred to the fact that the approach of a school subject should include the observation and experience of a number of people and wisdom is not going to be the monopoly of a single person. This means that every teacher can be the super-ordinate at some time.

- ⁵ These terms are taken from Parsons (1959a pp.145-148), first by Bernstein (1975 p.4), and then by King (1973 pp.31 & 90), though the meanings have been somewhat changed. Parsons refers more to the person; Bernstein and King refer more to the task.

Chapter 3

- ¹ The income per capita of these three countries as at 1982 were as follows (World Bank 1982 p.111) :-

Japan	U.S.\$ 9,890
Singapore	U.S.\$ 4,430
Hong Kong	U.S.\$ 4,240

- ² Further details can be found in Hong Kong: The Facts General Summary (1979) (Appendix 3.1)

- ³ The total population of these years were as follows :-

1945	600,000
1949	1,857,000
1961	3,168,100
1966	3,629,900
1971	3,936,630
1976	4,402,990
1981	5,109,812

Source of data :

1945, 1949, 1961, 1966
(Census and Statistics Department 1969)
1971, 1976, 1981
(Census and Statistics Department 1971, 1976, 1981)

- ⁴ The idea was developed from
Hughes R. Hong Kong Borrowed Place - Borrowed Time
London Andre Deutsch Second Edition 1968

- ⁵ Mr. E. Burney, H.M.I. visited Hong Kong in 1935 and reported on its educational system. The report pointed out that the Government was neglecting primary education in Chinese, leaving too much in the hands of out-of-date private teaching and secondary education in English, which was fully maintained by public funds was not related to practical needs. He also recommended that the Government should associate itself more directly with primary education and secondary education, both grammar and technical, and that curricula and methods should be harmonised more closely to the environment and needs of community (Education Department 1951 p.30).

Mr. N.G. Fisher, C.E.O. of Manchester, visited Hong Kong in Autumn, 1949. His report agreed substantially with Burney, i.e. primary education would continue along the existing line while secondary education must not be neglected and its expansion should keep pace with the growing need of the Colony (ibid. p.31).

6 The number of different types of secondary and post-primary schools according to their financial nature as at March, 1949 was as follows (Education Department 1949 p.69) :-

Government Schools	: 12
Grant-in-aid and subsidized schools	: 21
Private Schools	: 129

7 The other recommendations in the Marsh and Sampson Report (1963) were :

- (1) Primary education began at seven instead of six.
- (2) Parents were free to choose whether to let their children leave after completing primary education or stay on until 14
- (3) Entrance to Government and aided secondary schools (five year course) was still through competitive examination. Only 15% of the total primary school leavers would be allocated to this sector.
- (4) The reorganisation was related only to the Government and aided schools.
- (5) Existing secondary modern schools would gradually be converted into secondary technical schools.

8 With the continuing decline in the size of the 15-year-old population and the Government's intention of increasing the number of subsidised senior secondary school places, the target would provide 60% of the total 15-year-old population in September, 1981 and over 70% by September, 1986. And the target for 1981 was reached as scheduled.

9 The other major issues of the new White Paper were as follows :

- (1) The new system would be introduced in 1983 and reviewed at regular intervals.
There would be three types of places in each school :
 - (a) unrestricted discretionary places (up to 35%)
 - (b) restricted discretionary places limited to pupils from the district serving that particular school (up to 30%),
 - & (c) centrally allocated places limited to pupils from the district serving that particular school. These would be allocated by the Education Department.

The parent of each child would be permitted to apply direct to one school only.

If the school was over-subscribed, interviews relating to a child's every day experience would be conducted. An officer from the Government would be present at each interview to ensure that no tests of any sort were given.

- (2) The class size in primary schools would be reduced to 40 for Government and aided schools and 45 for the private independent schools.
- (3) The teacher to class ratio would be increased from 1.1 : 1 to 1.2 : 1.
- (4) Teachers in kindergartens would be encouraged to attend in-service courses.

Chapter 4

¹ The juvenile (under 16) prosecuted in 1979 (the first year after the nine-year free and compulsory education had been enforced) were numbered 3,853 given an increase of 45.9% of the previous year (Government Information Services Department 1981 p.125) and those juveniles (under 16) prosecuted in 1981 were numbered 2,846, a decrease of 22.8% over the previous year (Government Information Services Department 1983 p.137). However, there is still not yet any evidence showing any school involvement in this increase-decrease issue.

² Two additional graduate teachers had been allowed in the aided secondary schools with effect from September, 1982 for the remedial teaching of English and Chinese in the junior forms. The details of post of the third additional graduate teacher are as follows :-

- (a) remedial teaching in subjects other than Chinese and English in Forms/Middle 1-3,
- (b) pupil counselling and guidance, including careers advice, and
- (c) community involvement and extra-curricular activities, which complement and re-inforce the formal curriculum.

(Aided Schools General Circular No.3/83
Dated 26 January, 1983)

³ Banbury School (Oxfordshire) is an example of a school in England purpose-built for the welfare operation of pupils. At Banbury, the whole school is divided into five halls. Most of the lower school teaching is done within each house or hall, while upper school lessons with optional courses and laboratory work are on a school basis. Hence, every house is like a small school but with the facilities of the larger organisation also available (Benn, C. & Simon, B. (1979) pp.291-294).

4 All discussions on schools here are referred to the purpose-built secondary schools in the Government and aided sectors and the teachers are all fully qualified according to the educational regulations and ordinances. Independent schools, unless otherwise stated are not included.

5 School social work was a new development in the early twentieth century. The service was meant to respond to the changed conditions and new needs within communities. The major ones included :-

- (1) passage of compulsory school attendance laws,
 - (2) new knowledge about individual differences among children and their capacity to respond to improve conditions,
- and (3) realisation of the strategic place of school and education in the lives of children and youth, coupled with concern for the relevance of education to the child's present and future.

The theme of school social work was therefore to help school children cope with the impacts on them because of the arising needs and changes (Costin (1969)).

6 The riot was first started as a peaceful hunger strike by a young man in protest against the ferry fare increase. The enthusiasm of his supporters were soon extended over the Chinese border where the people were still politically unrest after "the Great Leap Forward" and "the Hundred Flowers" campaigns. The climax of the riot was the conflict on the border between the Chinese civilian troops and the Royal Hong Kong Police Force. Several policemen died in the incident. Disturbance broke out all over the Territory arousing what some people then called "nationalism awareness". Life of all kinds were brought to a stand still.

7 The issue started in 1975. Teachers of the school (a girls' school) alleged that the Supervisor and Head, a nun, had transferred a considerable amount of capitation grant to her convent account claiming to pay off the debt loaned from the Government for the building of the school. She was asked to resign and was sentenced to suspended imprisonment of two years.

The head was replaced in 1977. But the new head was not welcomed by the "progressive teachers" especially because of her "conservative policies". The confrontation broke out when four pupils were said to be "unjustly punished" in May 1978. The incident was followed by sit-ins and suspension of classes by most of the pupils and teachers. At last, the school had to be closed until September, 1978. It was then re-opened under a new name. Another school (a co-educational school) was also opened under a new name and a new administration. Both teachers and pupils (with parents' consent) of the former school could choose which school they preferred.

- 8 Both incidents occurred early in the morning some time after mid-night. It was said that thousands of young people mostly aged between 14 and 25 together with crowds of people were found in the Square of the Central District for the annual Christmas Lighting Display. As some youths happened to have conflicts with some foreigners, disturbances broke out. People started to assault foreigners on the scene and smashed new and expensive cars parked nearby. Police were then called in. The second disturbance was said to be the extension of the first one as some of the youth reported that they had not done enough.

Chapter 5

- 1 The study was done between March and June, 1983 in Hong Kong :-
The activities scheduled in these 4 weeks were as follows :-

<u>Week 1</u>	(a) Completion of questionnaires and classroom interviews (b) Follow-up, invitational and additional informal interviews
<u>Week 2</u>	(a) Observation in classroom (lower stream) (b) Follow-up, invitational and additional informal interviews
<u>Week 3</u>	(a) Observation in classroom (upper stream) (b) Follow-up, invitational and additional informal interviews
<u>week 4</u>	(a) Follow-up, invitational and additional informal interviews (b) Any other business

And the school in general was studied all throughout these 4 weeks.

- 2 Chatting here was referred to talks not related to the lesson. The judgement was rather subjective based on the assumption that academic discussion was rather short while the teacher was talking and there should be reference made either to books in use or notes on the blackboard.
- 3 This included only the behaviours of "secondary deviation" which demanded a social reaction to bring the deviance to a halt. Behaviours of "primary deviation" which were undetected or unreported or were able to be "normalised" by the offender were not included. Deviance like throwing chalk, fighting, quarrelling with teachers or classmates were therefore taken into account.

Chapter 6

¹ The social class division was made with reference to two sources :-

a) The Registrar General, Britain

Five categories are used in the Census in Britain. They are divided as follows :-

i) Non-manual Occupation

R.G. Social Class I - Professional (Qualified)

R.G. Social Class II - Managerial & Technical

R.G. Social Class III (Non-manual) - Clerical and minor supervisory

ii) Skilled Manual Work

R.G. Social Class III (Manual) - Skilled trades

iii) Semi- and Unskilled Manual Work

R.G. Social Class IV - Semi-skilled work

R.G. Social Class V - Unskilled work

(Great Britain Census 1971 Classifications of Occupation)

b) Census and Statistics Department, Hong Kong

The following five categories are used :-

i) Administrative and Managerial Worker -

(R.G. Social Class I)

ii) Professional, technical and related workers :-

(R.G. Social Class II)

iii) Sales Workers/ Clerical and related workers -

(R.G. Social Class III (Non-Manual))

iv) Production and related worker, transport equipment operation and labourers

(R.G. Social Class III (Manual))

v) Service Workers (R.G. Social Class IV & V)

(Census & Statistics Department (1981) Hong Kong 1981 Census - a Graphic Guide Hong Kong Government Printer)

Chapter 7

¹ As will be shown later in the class structure of the two schools, the technical school also operated a girls' section, which was less than half of the size of the boys' section. Though teachers of the school taught in both sections, the boys and girls were in different classes and studied different subjects except those in the common core curriculum such as English, Chinese and Mathematics. It is therefore justifiable to say that the boys' section under study was a "Boys' School".

² As mentioned in Chapter 3, by 1978 the provision of subsidised places in junior secondary schools was made up to 100% of the age group making the 9-year free and compulsory education possible. At the same time, the provision of senior secondary school places in the public sector was increased up to 65% of the age group.

- 3 No data had been collected from the special classes. As the pupils in the special classes follow different curriculum (at least at a lower speed in this case), the data collected would not be relevant to the theme of the study.
- 4 When a Government aided secondary school is purpose-built for 24 classes (i.e. 24 classrooms), there are 12 special rooms (including laboratories), 1 school hall and 1 uncovered playground, i.e. 36 teaching areas for 24 classes. But the system of floating classes has upset this purpose-built principle. In Brookside, there were then 26 classes using 20 classrooms, 8 special rooms (including 3 laboratories), 1 school hall and 1 uncovered playground.
- 5 The different kinds of extra-curricular activities organised in the schools are shown in Appendix 7.6. The types of extra-curricular activities included in this context referred to all those activities organised by the school for the pupils (both academic and non-academic) not following the time-tabled schedule but have regular meetings. Occasional events such as swimming galas, parents' nights were not included.

Chapter 9

- 1 On studying how the "Smash Street Kids" see their future careers, Corrigan groups four major forms of job choice :-
 - (1) Inner-directed
This choice represents a child who chooses his future work on the basis of some personal interests in or involvement with certain hobbies.
 - (2) Other-directed
The choice of the job is advised by somebody, e.g. a parent, a careers master or an elder brother.
 - (3) Tradition-directed
The choice is made springing from the pupils' background e.g. the son of a carpenter father would like to be a carpenter.
 - (4) A Residual Category
This includes boys who are uncertain as to their abilities and interests and are not sure whether they would like or be suitable for certain kinds of employment.

(Corrigan 1979 p.73)

Chapter 10

- ¹ Sociometry is the study and measurement of interpersonal patterns of social choice, communication and interaction. The idea was first applied by J.L. Moreno and his associates using sociogram to analyse group structure of persons connected or unconnected by lines of influence. The concept was first introduced in his book "Who Shall Survive?" published in 1934 based on the data obtained from his therapeutic practice with children first in Vienna and later in New York. The same theory is also proved applicable in the study of social groupings in school as shown in the works by Ford (1969), Hargreaves (1967), Lacey (1970) and Ball (1981).

Chapter 11

- ¹ Mr. King was a graduate of the University of Taiwan. But as his degree was not recognised by the Government, he was appointed as an unqualified non-graduate teacher. According to the school, it was due to his stubbornness that he refused to attend the part-time teaching training course in the evening in order to become a "qualified teacher". His qualification entitled him to no promotion prospects. Mr. King was one of the teachers included in the classroom observation.

The poem was about a visit to "Ngau Yeung Tower". "Ngau Yeung Tower" was a famous historic site in central China. That poem was written by an official in exile in the Sung Dynasty. The theme of the poem was that the poet found that he had to bear the sorrow of the whole nation before everybody noticed it. But he could only reap the joy until everybody had taken his share. That visit was made during a rainy day.

- ² Computer Science was not taught as a school subject in both schools but was offered as an extra-curricular activity in Brookside. The school was planning to make it a time-tabled subject.

Chapter 13

- ¹ The teachers' monthly income and promotion prospects according to qualifications are as follows :-

Non-Graduate Teachers

<u>Post</u>	<u>Points on Master Pay Scale</u>
Certificate Master/Mistress	17 - 26 ²
Assistant Master/Mistress ¹	24 - 31 ²
Senior Assistant Master/Mistress ¹	32 - 37

Graduate Teachers

<u>Post</u>	<u>Points on Master Pay Scale</u>
Graduate Master/Mistress	20 - 37
Senior Graduate Master/Mistress ¹	38 - 43
Principal II/I ¹	44 - 51

(Education Department (1981),
Hong Kong Aided Schools General Circular No.2/81)

- ¹ All these are promotion posts.
² Starting point adjusted according to
the last point on the pay scale before
promotion.



HONG KONG: THE FACTS

GENERAL SUMMARY

Hong Kong is a British Crown Colony. It consists of 236 islands and islets, and a portion of the Chinese mainland east of the Pearl River estuary adjoining the province of Kwangtung. The total area is 1,055.61 square kilometres. Victoria, on Hong Kong Island, is the capital and commercial centre. Hong Kong Island (75.9 square kilometres) was ceded by China to Britain in 1842. This was followed in 1860 by Kowloon on the mainland opposite and Stonecutters Island (together 11.1 square kilometres). The New Territories (966.69 square kilometres) was leased from China on June 9, 1898 for 99 years and comprises the area north of Kowloon up to the Shum Chun River along with 235 islands. The climate is subtropical and monsoonal.

The estimated population at the end of 1978 was 4,720,200, with 98 per cent Chinese and 59 per cent local born. Cantonese is the spoken language of the majority of the people, but several other Chinese dialects are also spoken. English and Chinese are given equal status and use in government business.

Government

Constitution: Hong Kong is administered under Letters Patent of 1917 by a Governor, an Executive Council and a Legislative Council. The Executive Council has five ex-officio and 10 nominated members. Of these, one is an official and nine are unofficial members. The Legislative Council presently consists of four ex-officio members, 16 nominated officials and 24 nominated unofficials. Both councils are presided over by the Governor.

There is also an Urban Council consisting of 12 appointed and 12 elected members. The Council receives the bulk of its revenue from rates and has financial autonomy.

Justice

English common law and the rules of equity are in force in Hong Kong, so far as they are applicable to local circumstances. They have been extended and modified by subsequent enactments and by Hong Kong ordinances. The locally enacted laws are consolidated and revised periodically.

The courts in Hong Kong include the Supreme Court, consisting of the Court of Appeal and the High Court, the District Court, magistrates' courts and the tenancy, labour and small claims tribunals.

Economy

The success of Hong Kong as a leading manufacturing complex and major commercial centre in Asia stems from an economic policy of free

enterprise and free trade, an industrious work force, a sophisticated commercial infrastructure, a fine harbour, a conveniently located airport and excellent worldwide communications.

In December 1978 there were 39,606 manufacturing establishments employing 800,026 workers. The Factories and Industrial Undertakings Ordinance is the basis for controlling hours and conditions of work. Standard working hours for women and young people are eight hours a day and 48 hours a week.

Finance

Tourism: Over two million visitors spent an estimated \$5,107 million in Hong Kong in 1978.

Currency: Hong Kong dollar. HK\$1=about US 21 cents and 10p Sterling (December 1978).

Coins of HK\$5, \$2, \$1 and 50, 20, 10 and five cents are issued by the government. A legal note of one cent is also issued. Notes from HK\$10 upwards are issued by the Hongkong and Shanghai Banking Corporation and the Chartered Bank.

Budget: Revenue for 1977-8 was \$10,232 million (compared with \$1,899 million in 1967-8 and \$584 million in 1957-8). Expenditure for 1977-8 was \$8,996 million (compared with \$1,766 million in 1967-8 and \$532 million in 1957-8).

The main sources of revenue for the year 1977-8 were: internal revenue (42.7 per cent); land sales (17.9 per cent); duties (7.2 per cent); general rates (7.1 per cent); and revenue from properties and investments (3.7 per cent).

Major items of expenditure were: social services (41.5 per cent); community services (24.1 per cent); general services (18.2 per cent); and economic services (6.9 per cent).

Banking: At the end of 1978 there were 101 licensed banks and deposits totalled \$66,858 million. There were also 106 representative offices and 241 registered deposit-taking companies.

Trade

The value of merchandise imported, exported and re-exported in 1978 was \$116,964 million, an increase of 25 per cent over 1977.

In 1978 the principal market was the United States, which took 37 per cent of all Hong Kong's domestic exports, followed by West Germany (11 per cent), Britain (10 per cent), Japan (5 per cent), Australia (4 per cent) and Canada (3 per cent).

The main sources of imports are Japan (23 per cent), China (17 per cent), United States (12 per cent), Taiwan (7 per cent), Singapore (5 per cent) and Britain (5 per cent).

Communications

Sea: Ocean-going vessels from all over the world make nearly 9,000 calls a year at Hong Kong. Its container terminal ranks among the top four in the world.

Ferries: Two companies operate ferries between Hong Kong Island and Kowloon and the outlying islands. An international ferry service between Hong Kong and Portuguese Macau uses conventional vessels, hydrofoils and jetfoils. In November 1978, a new hoverferry service started between Hong Kong and the Chinese port of Whampoa.

Roads: There are 1,110 kilometres of road and 233,150 vehicles, giving a density of 210 vehicles per kilometre. A cross-harbour tunnel links Hong Kong Island and Kowloon. In 1978, over 1,257 million passenger journeys were recorded by 4,093 public buses and 165 tram cars.

Kowloon-Canton Railway: The British section of the railway, 33.51 kilometres long, is undergoing major modernisation including electrification and double-tacking. A through train service between Kowloon and Canton, with passengers going straight to Canton without having to change trains at the border in Lo Wu, started in April 1979.

Mass Transit Railway: A 15.6-kilometre-long Modified Initial System is being built to link Kowloon with Hong Kong Island. About half of the line on the Kowloon side is scheduled for operation in October 1979. The entire Modified Initial System should become operational in March 1980. An extension to Tsuen Wan in the New Territories is scheduled to begin operation in late 1982.

Air: Hong Kong International Airport is regularly used by 30 airlines. Over 900 scheduled passenger and freight services are operated weekly to and from Hong Kong by airlines. In 1978, 52,642 aircraft arrived and departed on international flights, carrying 5.6 million passengers and 228,932 tonnes of freight. Scheduled passenger flights to Canton were operated by the Civil Aviation Administration of China towards the end of 1978.

Telecommunication: Overseas communications include telephone and telegraph circuits by submarine cable, HF radio, satellite and tropospheric scatter systems. Two satellite earth stations give round-the-world coverage via the Indian Ocean and Pacific Ocean satellites. The fully automatic internal telephone system serves over 1,082,400 subscribers with more than 1,382,200 telephone stations and has installed equipment capacity of 1,253,400 lines.

Postal services: The Post Office Department operates postal services within Hong Kong and conducts a worldwide exchange of mail by both air and surface, with direct services to some 268 different mail offices throughout the world.

Housing

By December 1978 over two million people were in public housing. The Housing Authority aims to provide low-rent housing for another 1.5 million people by 1986. Since its establishment as an autonomous entity in 1973, the Authority has rehoused 429,640 people and hopes to offer homes to 200,000 people a year from now on.

To cope with industrial and population growth, six new towns in the New Territories are being developed. They are at Tsuen Wan (for 900,000 people), Tuen Mun (537,000) and Sha Tin (568,000), while the three others - - at Tai Po, Yuen Long, Fanling and Shek Wu Hui - - are being planned for redevelopment to an ultimate capacity of about 487,000.

Health

Medical and hospital care is available at a nominal fee which can be waived when necessary. There is a doctor to every 1,270 people and the ratio of hospital beds is 4.4 per 1,000 people. There are 20,135 beds in 94 government, government-aided and private hospitals, or maternity and nursing homes. Government expenditure on medical services rose from \$173 million in 1966-7 to \$763 million in 1977-8.

Social welfare

Development in social welfare services is carried out under a Five-Year Plan adopted in 1973 which is reviewed annually to keep abreast of changing needs. The plan includes the development of social security in the form of cash benefits and emergency relief for victims of natural disasters; group and community services with emphasis on young people; social rehabilitation of young offenders and probationers; family services for individuals and families with problems; facilities for the physically and mentally disabled to help integrate them into the community; and improvements in services for the elderly. About 100 voluntary welfare agencies are subsidised by public funds.

Education

In September 1978 primary school enrolment was 563,384 and for secondary schools it was 494,102. There were 2,592 education institutes, including those run by the government, with a total enrolment of 1,375,119. The government provides nine years' free education for every child—six years primary and three years secondary. Primary education has been compulsory since 1971, and junior secondary education will be made compulsory in stages beginning in September 1979. The Hong Kong Polytechnic has 26,000 fulltime and part-time students. There are two universities with a combined enrolment of 9,527 students.

Law and order

The Royal Hong Kong Police Force has an establishment of over 24,000 including auxiliaries. Many new police stations have been opened during the past few years particularly in the new towns. There are also 106 police reporting centres in urban areas, 41 of them operating as neighbourhood policing units. The total number of crimes reported in 1978 was 57,076, and the overall crime detection rate was 59.7 per cent.

The Independent Commission Against Corruption, set up by law in February 1974, investigates suspected corruption offences, prevents corruption and promotes higher social ethics. The commissioner is directly responsible to the Governor.



Appendix 3.2



With both the Chinese and English language in common use in Hong Kong, schools are classified as Chinese or Anglo-Chinese, depending upon the medium of instruction adopted.

A small group of English schools offers education to English-speaking children of all races, similar to that available in Britain. There is also a school run on the American pattern (the Hong Kong International School) and a school with a section based on the German pattern (the German Swiss International School). These two schools are open to children of all nationalities. In addition, a few schools have been established by the French, Portuguese, Japanese and Indonesian communities for the children of these nationalities.

Schools are also categorised according to the methods by which they are financed. There are three main types: schools wholly operated by the government, schools run by voluntary bodies which receive financial assistance from the government, and private independent schools which receive no direct assistance from the government.

Nine years' free schooling is available for every child.

School Enrolment

Kindergarten	192,517
Primary	555,545
Secondary	524,392
Total	1,272,454

This figure represents about 26 per cent of Hong Kong's total population.

Kindergartens

Voluntary organisations and private bodies provide education for children in the three to five age group. These kindergartens are not maintained or run by the government but are registered with the Education Department and supervised by the department.

The government gives assistance in the form of grants of Crown land to reliable bodies running kindergartens; exemption from payment of rates for non-profit-making kindergartens; the allocation of kindergarten premises in public housing estates; and the provision of in-service teacher training facilities.

A total of 765 kindergartens provides pre-school education for 192,517 children. In the three to five age group 81.2 per cent of children are attending kindergartens (1979-80 academic year).

Primary Education

Primary schooling starts at the age of six. Most primary schools operate in two sessions - from 8am to 1pm and from 1:30pm to 6:30pm.

In 1971, free and compulsory primary education was introduced in all government primary schools, and in the majority of aided primary schools.

The aim of the six-year primary course is to provide a good general education appropriate to the age range

with English taught as a second language. ten junior schools, including eight operated by the English Schools Foundation, cater for children whose first language is English.

	<i>Schools</i>	<i>Enrolment</i>
Government and government-aided	698	472,738
Private.....	226	82,807
Total	924	555,545

School enrolment for the six to 11 age group approaches 100 per cent.

Secondary Education

On completion of the primary course, pupils are allocated places in government, government-aided and private secondary schools without being required to sit in a competitive public examination.

The allocation system, known as the Secondary School Places Allocation System, is based on internal school assessments, scaled by a centrally-administered Academic Aptitude Test, parental choice of secondary schools and the division of the territory into 24 school 'nets' or districts.

Junior secondary education, which became compulsory in September, 1979, has been free of charge since the abolition of fees in September, 1978.

There are four main types of secondary schools in Hong Kong - Anglo-Chinese secondary grammar schools, Chinese middle schools, secondary technical schools and prevocational schools. Except for Chinese middle schools (which teach in Chinese with English given as a second language) the medium of instruction in these schools is mainly English, although due prominence is given to Chinese subjects taught in Chinese.

Anglo-Chinese schools, Chinese middle schools and secondary technical schools offer a five-year course in a broad range of academic subjects leading to the Hong Kong Certificate of Education examination. Prevocational schools, all of which are fully subsidised by the government, provide a three-year secondary course made up of 50 to 60 per cent general education and 40 to 50 per cent technical education.

Certificate of Education candidates with suitable results may enter a two-year sixth form course to prepare for the Advanced Level examination of the University of Hong Kong, or for the United Kingdom General Certificate of Education at both ordinary and advanced levels.

A one-year course may be taken to prepare students for entry to the Chinese University of Hong Kong.

Education beyond Form 5 is also available at colleges of education, technical institutes, the Polytechnic and post-secondary colleges.

Uniform tuition fees are charged for Forms 4 to 6 in government and aided secondary schools. Fees in

The percentage of children aged 12 to 14 receiving full-time education is 91.4 (1979-80), and the corresponding figure for the 15 to 16 age group is 65.8 per cent.

Types of Schools	No. of Students	No. of Pursuing Matriculation Courses
Government	31,572	2,419
Aided.....	158,211	12,743
Private	299,464	19,983

Special Education

School facilities exist for children in need of special education. There are places for the blind, deaf, physically handicapped, maladjusted and deprived as well as for the slow learners. Voluntary organisations involved in this type of work receive financial assistance from the government.

The Special Education Section of the Education Department runs special classes in government primary schools for slow learning, partially-sighted and partially-hearing children. The section also runs two centres providing diagnostic and remedial services which include audiology, speech therapy, and child guidance.

Preventive measures in the form of screening, assessment and remedial services have been adopted in order to identify disabilities in children of school age, and to take remedial action as early as possible. Vision screening has been expanded to cover approximately 80 per cent of the Primary 1 enrolment.

Training courses for teachers of handicapped children are run by the section, which also supervises a braille printing press. There are at present 54 special schools.

Technical Education

Technical education is provided in secondary technical schools, prevocational schools and technical institutes, as well as at the Hong Kong Polytechnic. Five technical institutes provide training for craftsmen and technicians. They offer full-time, part-time and evening courses in mechanical engineering, electrical engineering, construction, marine and fabrication, textiles and clothing, printing, hotel-keeping and tourism, and design. They also organise courses in business studies. Enrolment at the institutes is as follows:

	Enrolment
Full-time day classes	2,978
Short courses	451
Part-time day classes	7,920
Evening classes	12,811
Total	24,160

Post-Secondary Education

Three approved post-secondary colleges - the Hong Kong Baptist College, the Hong Kong Shue Yan College and Lingnan College - are registered under the Post Secondary College Ordinance. Between them they offer education to 6,622 students. Hong Kong Baptist College and Lingnan College receive some financial assistance from the government. A student loan scheme is available for eligible students at these three approved post-secondary colleges.

Teacher Training

The Education Department's three colleges of education - Grantham, Northcote and Sir Robert Black - are wholly-maintained by the government, producing non-graduate teachers qualified to teach in primary schools and the lower forms of secondary schools. All colleges offer full-time two-year and part-time in-service courses. The colleges also offer third-year courses giving more advanced training.

Technical teacher education and training is provided at the Hong Kong Technical Teachers' College, which is also administered by the Education Department. The college trains technical teachers for secondary schools, prevocational schools and technical institutes.

A standard fee is charged in the colleges, and students may apply for interest-free loans and maintenance grants on admission.

	Enrolment
Full-time courses	1,121
Part-time courses (including in-service courses).....	1,380

The University of Hong Kong and the Chinese University of Hong Kong offer one-year full-time and two-year part-time post-graduate courses. These lead to a certificate in education at the former and a diploma in education at the latter university.

Higher Education

The two universities in Hong Kong have financial resources of their own but are largely funded by the government.

The University of Hong Kong has five faculties and three schools with an undergraduate enrolment of 4,273. The Chinese University of Hong Kong comprises three foundation colleges and has four faculties with 4,474 undergraduate students. The Hong Kong Polytechnic, financed by the government, is the largest single educational institute in Hong Kong providing post-secondary education to 6,800 full-time, 15,038 part-time evening and 3,250 part-time day-release students.

Adult Education

Adult Education is provided by the Education Department through the Evening Institute, the Evening School of Higher Chinese Studies, the evening departments of the technical institutes, 16 adult education and recreation centres and in private institutes.

Formal courses provided range from literacy classes to secondary and post-secondary studies. The 16 adult education and recreation centres organise a wide variety of cultural, social and recreational activities.

	Enrolment
Evening Institute (government).....	23,403
Evening School of Higher Chinese Studies (government)	248
Adult education and recreation centres (government)	63,236
Private institutes offering post-secondary and adult education courses.....	58,313



Appendix 5.1a
Pupils' Questionnaire

UNIVERSITY OF KEELE

Department of Education

A Survey on Pupils' Attitudes towards the
Pastoral Care System in Secondary Schools
(Chinese version was used in the survey)

- Notes to Pupils :
1. This is part of the survey that I am now undertaking for my Ph.D. research at a British university.
 2. The aim of this study is to reflect the different views of parents, teachers and pupils on the existing pastoral care system in secondary schools.
 3. All information obtained in this survey will be treated with the strictest confidence and will be for my personal use only.
 4. There is no right or wrong answer for any of the questions. What is needed is your honest reply.
 5. I would also like to follow up part of this questionnaire by interviewing some pupils. If you would like to attend the follow-up interview of this survey, please complete the following :-
 - (a) Name
 - (b) Class
 - (c) Whether you would like to attend
 - (i) a group interview
 - or (ii) an individual interview *
 - * Please delete the inapplicable.
 - (d) The most appropriate date(s) and time(s) for interview if there is/are any.
Date(s)
Time(s)
 - (e) Telephone Number and Time for Contact

The Questionnaire

- Instruction :
1. Please answer all questions.
 2. You are asked to complete the answers or circle the number which applies.
 3. Unless indicated, only one answer is needed for each question.
 4. Items are grouped according to the theme of enquiry.

I. General Information

1. Class
2. Date admitted to this school
3. Age as at 1 September, 1982
4. Number of Sister(s) you have
Number of Brother(s) you have
5. Position in the family (e.g. First Child, Second Child)
6. Father's Occupation (If retired or deceased, please state his last occupation.)

Please describe the KIND of work that your father does (or did if retired or deceased).

7. Area of residence (e.g. Homantin, Kwun Tong, Shamshuipo)

II. On the School

8. Was this school one of the first three schools that you chose for the allocation of Form 1 places?

1. Yes.

2. No.

If 'No', please state the first three schools which you then chose.

1.

2.

3.

9. Do you strongly agree, agree or disagree that the following things are the most important tasks that the school should do for the students?

	Strongly Agree	Agree	Disagree	Don't Know
1. Help them to do as well as possible in examinations.	1	2	3	4
2. Teach them things of direct use in their jobs.	1	2	3	4
3. Help them to know what is going on in the world nowadays.	1	2	3	4
4. Teach them what is right and wrong.	1	2	3	4
5. Help them to develop their personality and character.	1	2	3	4
6. Teach them things to get as good as a job or career as possible.	1	2	3	4
7. Teach them plenty of things so that they can be interested in a lot of things.	1	2	3	4
8. Other (Please specify)				

10. If the choice were up to you, when would you choose to leave school (or would have left)?

1. Before 14
2. 14
3. 15 (After Form 3)
4. 17 (After Form 5)
5. 18 or over

III. On the Curriculum

11. Which of the following subjects do you find very important, important or not important?

Please circle the number on the right and try not to choose more than three subjects as the very important.

	Very Important	Important	Not Important	Don't Know
1. English	1	2	3	4
2. Chinese	1	2	3	4
3. Mathematics	1	2	3	4
4. Science Subjects e.g. Chemistry, Physics, Biology	1	2	3	4
5. Social Science Subjects e.g. Geography, History, Economic & Public Affairs	1	2	3	4
6. Technical Subjects e.g. Metal Work, Wood Work, Design & Technology	1	2	3	4
7. Music, Art & Craft	1	2	3	4
8. Physical Education	1	2	3	4
9. Other (Please specify)				

12. Which of the following ways of teaching do you feel most interesting, interesting or not interesting?
Please circle the number on the right.

	Most Interesting	Interesting	Not Interesting	Don't Know
1. Classroom teaching	1	2	3	4
2. Visits to places related to studies	1	2	3	4
3. Talks given by outside speakers	1	2	3	4
4. Group projects	1	2	3	4
5. Inter-school exhibitions	1	2	3	4
6. Other (Please specify)				

13. (a) Would you like to have Moral Education taught as a subject by itself?

1. Yes.

2. No.

(b) If Moral Education is not taught as a subject by itself, would you strongly agree, agree or disagree that you can get Moral Education from the following subjects as well?

	Strongly Agree	Agree	Disagree	Don't Know
1. English	1	2	3	4
2. Chinese	1	2	3	4
3. Mathematics	1	2	3	4
4. Science Subjects e.g. Chemistry, Physics, Biology	1	2	3	4
5. Social Science Subjects e.g. History, Geography, Economic & Public Affairs	1	2	3	4
6. Music, Art & Craft	1	2	3	4

- | | | | | |
|---|---|---|---|---|
| 7. Technical Subjects e.g.
Metal Work, Wood Work,
Design & Technology | 1 | 2 | 3 | 4 |
| 8. Physical Education | 1 | 2 | 3 | 4 |
| 9. Other (Please specify) | | | | |

IV. On Discipline and Caring

14. How many extra-curricular activities have you joined this school year?

1. None
2. 1 - 2
3. 3 - 4
4. 5 - 6
5. More than 6

15. Please state below the two extra-curricular activities which you find most interesting.

- 1.
- 2.

16. Have you ever stayed away from school since you have been in Form 3?

1. Yes.
2. No.

17. Which of the following reasons do you think would be the most likely, likely or unlikely cause that would make you stay away from school?

	Most Likely	Likely	Not Likely	Don't Know
1. Avoiding a test	1	2	3	4
2. Avoiding a teacher's punishment	1	2	3	4
3. Avoiding a boring lesson	1	2	3	4

- | | | | | |
|---|---|---|---|---|
| 4. Avoiding a threatening school mate | 1 | 2 | 3 | 4 |
| 5. Accompanying one of your best friends to stay away from school | 1 | 2 | 3 | 4 |
| 6. Other (Please specify) | | | | |

18. Which of the following people would you very likely, likely or unlikely turn to ask for help concerning problems other than your studies?

	Very Likely	Likely	Not Likely	Don't Know
1. Father	1	2	3	4
2. Mother	1	2	3	4
3. Sister(s)	1	2	3	4
4. Brother(s)	1	2	3	4
5. Friends	1	2	3	4
6. Form Teacher	1	2	3	4
7. Subject Teacher	1	2	3	4
8. School Social Worker	1	2	3	4
9. Other (Please specify)				

19. Which of the following behaviours would you very likely, likely or unlikely to do if you were wrongly accused by a teacher of cheating in a test?

	Very Likely	Likely	Not Likely	Don't Know
1. Swear at him openly	1	2	3	4
2. Swear at him secretly	1	2	3	4
3. Try to take revenge on him	1	2	3	4
4. Talk to him after the test	1	2	3	4

5. Send a complaint letter 1 2 3 4
to the Director of
Education

6. Other (Please specify)

20. Which of the following ways do you think is the very effective, effective or not effective method of punishing a student swearing at a teacher openly in the class? Please circle the number on the right.

	Very Effective	Effective	Not Effective	Don't Know
1. Writing lines	1	2	3	4
2. Detention	1	2	3	4
3. Sending for his parents	1	2	3	4
4. Sending him to see the Head	1	2	3	4
5. Corporal punishment	1	2	3	4
6. Other (Please specify)				

21. Do you think that it is better for students to go to school in uniform?

1. Yes.

2. No.

If your choice is 'Yes', please answer (a).
If your choice is 'No', please answer (b).

(a) If 'Yes', which of the following factors do you think shows the very important, important or not important meaning of wearing school uniform?

	Very Important	Important	Not Important	Don't Know
1. Showing students' identity	1	2	3	4
2. Showing students' loyalty to the school	1	2	3	4
3. Making the whole class look neat and tidy	1	2	3	4
4. No need of thinking what to wear every day	1	2	3	4
5. School uniforms are less expensive than other clothes	1	2	3	4
6. Other (Please specify)				

(b) If 'No', which of the following factors do you think shows the very important, important or not important meaning of not wearing school uniform?

	Very Important	Important	Not Important	Don't Know
1. It is a good way of training students to be reasonable and independent	1	2	3	4
2. Students feel more at home when wearing ordinary clothes	1	2	3	4
3. There will be shorter social distance between teachers and students when both are in ordinary clothes	1	2	3	4
4. No extra money will be needed for buying school uniform	1	2	3	4

5. It will be more convenient for students who may need to work or to attend social meeting after school. 1 2 3 4

6. Other (Please specify)

22. Have you ever drawn or written anything on any part of the school building (including the desks and chairs) since you have been in Form 3?

1. Yes.

2. No.

If you were to draw or write something on part of the school building, where would you most likely, likely or not likely do this drawing and writing?

	Most Likely	Likely	Not Likely	Don't Know
1. On the walls in the lavatory	1	2	3	4
2. On the walls near the playground	1	2	3	4
3. On the desk or chair in the classroom	1	2	3	4
4. On the notice board	1	2	3	4
5. On the walls just outside the school	1	2	3	4
6. Other (Please specify)				

23. Which of the following things would you find very important, important or not important if you were to leave school this Summer?

	Very Important	Important	Not Important	Don't Know
1. Getting a job which you like	1	2	3	4
2. Earning money	1	2	3	4
3. Being treated as a grown-up	1	2	3	4
4. Having a girl friend	1	2	3	4
5. Having a good time when you are young	1	2	3	4
6. Your family	1	2	3	4
7. Other (Please specify)				

24. Would you like to do what your father is now doing after leaving school?

1. Yes.
2. No.

If 'No', please state what you would like to do.

25. If you are to do the revision for the Final Examination, who would be the two friends from this school that you would like to work with?

Please give their names and classes below.

- | <u>Name</u> | <u>Class</u>
(e.g. F.3A, F.3B etc.) |
|-------------|--|
| 1. | |
| 2. | |

26. If you are to have a school picnic, who would be the two friends from this school that you would like to form a group with?

Please give their names and classes below.

Name

Class
(e.g. F.3A, F.3B etc.)

1.

2.

27. If you are to hold your birthday party at home, who would be the two friends from this school that you would invite to attend?

Please give their names and classes below.

Name

Class
(e.g. F.3A, F3B, etc.)

1.

2.

Thank you very much for completing this questionnaire.

Please now return this questionnaire to me.

Appendix 5.1b

Parents' Questionnaire

UNIVERSITY OF KEELE

Department of Education

A Survey on Parents' Attitudes Towards the
Pastoral Care System in Secondary Schools
(Chinese Version was given to parents)

Notes to Pupils : Please ask your father, mother or guardian to complete the attached questionnaire and return it to me as soon as possible.

Letter to Parents :

Dear Sir/Madam,

This is part of the survey that I am now undertaking in some secondary schools in Hong Kong for my Ph.D. research at a British university. The aim of this study is to reflect the views of parents, teachers and pupils on the existing pastoral care system in secondary schools so that suggestions can be made not only to the participating schools but also to all those interested. As parents, your contribution in this aspect is invaluable. I should therefore be most grateful if you would kindly complete the attached questionnaire and return it to me as soon as possible.

Please at the same time be assured that all information so obtained will be for my personal use only and will be treated with the strictest confidence.

I would also like to follow up part of this questionnaire by interviewing some parents. If you are prepared to help me in this way, please fill in the form attached below.

Thank you.

Yours faithfully,

(Signed)

If you would like to attend the follow-up interview of this survey, please complete the following :

Name Mr/Miss/Mrs*

Please state whether you would like to attend

- (a) a group interview
or (b) an individual interview *

* Please delete the inapplicable.

Telephone Number and Time for Contact

Telephone Number

Time for Contact

The Questionnaire :

- Notes :
1. Please answer all questions.
 2. You are asked to complete the answer or circle the most appropriate number which applies.
 3. Unless indicated, only one answer is needed for each question.
 4. There is no right or wrong answer for any of the questions. What is needed is your honest choice.
 5. Items are grouped according to the theme of enquiry.

I. General Information

1. Class of Student
2. Name of Occupation of the Student's Father (If retired or deceased, please state his last occupation)
3. Please describe the father's job
4. Number of children you have
5. Area of Residence
6. Relationship with Student

II. On the School

7. Do you still remember the first three schools that you applied for the allocation of a Form 1 place for your son?

1. Yes.
2. No.

If 'Yes', please state the names of the three schools below.

- 1.
- 2.
- 3.

If 'No', please state the names of any three schools that you would like to have chosen for your son.

- 1.
- 2.
- 3.

8. Do you think it is very important, fairly important or not important that the school should do the following for the students?

	Very Important	Fairly Important	Not Important	Don't Know
1. Help them to do as well as possible in examinations.	1	2	3	4
2. Teach them things of direct use in their jobs.	1	2	3	4
3. Help them to know what is going on in the world.	1	2	3	4
4. Teach them what is right and wrong.	1	2	3	4
5. Help them to develop their personality and character.	1	2	3	4
6. Teach them things to get as good a job or career as possible.	1	2	3	4

7. Teach them plenty of things so that they can be interested in a lot of things. 1 2 3 4

8. Other (Please specify)

9. What do you think is the right age for students to leave school in general?

- 1. Before 14
- 2. 14
- 3. 15
- 3. 15 (After Form 3)
- 4. 17 (After Form 5)
- 5. 18 or over

III. On the Curriculum

10. Do you want or would you like the school to do the following for the students? Please circle the number on the right.

	Very Much	Fairly Much	Not Wanted	Don't Know
1. Take them to visit factories, offices or other work places to see different sorts of jobs.	1	2	3	4
2. Organise outings to places like the art galleries, museum, space museum or library.	1	2	3	4
3. Run clubs or other activities for students' spare time.	1	2	3	4
4. Take them to visit places related to their studies.	1	2	3	4

5. Organise inter-school projects or exhibitions. 1 2 3 4

6. Other (Please specify)

11. Do you think it is very important, fairly important or not important that schools should teach the following subjects? Please circle the numbers on the right and try not to circle more than 3 subjects as the very important.

	Very Important	Fairly Important	Not Important	Don't Know
1. English	1	2	3	4
2. Mathematics	1	2	3	4
3. Chinese	1	2	3	4
4. Science Subjects e.g. Chemistry, Physics, Biology	1	2	3	4
5. Social Science Subjects e.g. History, Geography, Economic and Public Affairs	1	2	3	4
6. Technical Subjects e.g. Metal Work, Wood Work, Design & Technology	1	2	3	4
7. Music, Art and Craft	1	2	3	4
8. Physical Education	1	2	3	4
9. Other (Please specify)				

12. Do you think that Moral Education should be a subject by itself?

1. Yes.

2. No.

13. If Moral Education is not taught as a school subject, which of the following people do you think are in a very suitable, suitable or not suitable position to teach knowledge of this kind?

	Very Suitable	Suitable	Not Suitable	Don't Know
1. Parents	1	2	3	4
2. School Social Worker	1	2	3	4
3. Discipline Master/ Mistress	1	2	3	4
4. Headmaster/Headmistress	1	2	3	4
5. Form Teachers	1	2	3	4
6. Subject Teachers	1	2	3	4
7. Other (Please specify)				

IV. On Discipline and Caring

14. How many times have you visited your son's school since he has been in Form 3?

1. None
2. 1 - 2 times
3. 3 - 4 times
4. 5 - 6 times
5. More than 6 times

15. Which of the following reasons do you think would be the most likely, likely or unlikely cause that may make you visit your son's school?

	Most Likely	Likely	Unlikely	Don't Know
1. Discipline problem of your son	1	2	3	4
2. Academic problem of your son	1	2	3	4
3. Special school occasions e.g. Open Day, Parents' Evening	1	2	3	4

- | | | | | |
|-------------------------------------|---|---|---|---|
| 4. Taking your son to school | 1 | 2 | 3 | 4 |
| 5. Taking your son home from school | 1 | 2 | 3 | 4 |
| 6. Other (Please specify) | | | | |

16. Do you think that teachers of your son's school has done enough to keep close contact with parents?

1. Yes.
2. No.

17. Which of the following methods do you think is the very suitable, suitable or not suitable way of keeping close contact between parents and teachers?

	Very Suitable	Suitable	Not Suitable	Don't Know
1. Open Days	1	2	3	4
2. Parents' Evening	1	2	3	4
3. Parent Teacher Association	1	2	3	4
4. Personal invitation, personal contact and visits by teachers	1	2	3	4
5. Other (Please specify)				

18. Do you strongly agree, agree or disagree that any of the following statements shows the major cause of the rapid increase of juvenile delinquency today?

	Strongly Agree	Agree	Disagree	Don't Know
1. The heavy pressures of examinations	1	2	3	4
2. The increasing number of broken families	1	2	3	4
3. The Government's lenient policies on pornographic movies and magazines	1	2	3	4

- | | | | | |
|--|---|---|---|---|
| 4. Dramatisation of crimes in television programmes and movies | 1 | 2 | 3 | 4 |
| 5. The social attitudes of keeping up with the Jones | 1 | 2 | 3 | 4 |
| 6. Other (Please specify) | | | | |

19. Do you strongly agree, agree or disagree that the following policies if put into practice can help to stop the increase of juvenile delinquency?

	Strongly Agree	Agree	Disagree	Don't Know
1. Participation in examinations made voluntary	1	2	3	4
2. The authority of corporal punishment be extended to teachers	1	2	3	4
3. More Government sponsored programmes on family education be put on T.V. or radio	1	2	3	4
4. Punishment of short, sharp, shock for young offenders convicted	1	2	3	4
5. Hard labour imprisonment for young offenders of serious crimes	1	2	3	4
6. More outdoor activities for the youth be run by the Government or voluntary organisations	1	2	3	4
7. Other (Please specify)				

20. Would you indicate what sort of things you think seem important to the youngsters who tend to leave school at 15?

	Very Important	Important	Not Important	Don't Know
1. Getting jobs which they like	1	2	3	4
2. Earning money	1	2	3	4
3. Being treated as grown-ups	1	2	3	4
4. Having a boy or girl friend of the opposite sex	1	2	3	4
5. Having a good time while they are young	1	2	3	4
6. Their families	1	2	3	4

7. Other (Please specify)

21. Do you think that secondary students nowadays are too much attracted to extra-curricular activities than to their studies?

1. Yes.

2. No.

22. How many extra-curricular activities do you think that a secondary student should take part in at most?

1. None

2. 1 - 2

3. 3 - 4

4. 5 - 6

5. More than 6

23. Which of the following extra-curricular activities do you think are very important, important or not important to secondary school students nowadays? Please circle the appropriate number on the right and try not to take more than 2 as the very important.

	Very Important	Important	Not Important	Don't Know
1. Games e.g. Football, Basket Ball	1	2	3	4
2. Athletics e.g. Swimming, Field and Track, Cycling	1	2	3	4
3. Physical Exercises e.g. Gymnastics, Judo, Karate	1	2	3	4
4. Cultural Appréciation e.g. Music, Reading, Movies	1	2	3	4
5. Social Services e.g. Red Cross, Scouting	1	2	3	4
6. Creative Activities e.g. Craft, Painting, Photography, Ceramics	1	2	3	4
7. Other (Please specify)				

V. Additional Information

24. Please circle the appropriate number to show the total monthly income of your family including tax?

1. Below \$ 2,000
2. \$ 2,001 - \$ 5,000
3. \$ 5,001 - \$ 8,000
4. \$ 8,001 - \$ 10,000
5. Over 10,000

25. Please circle the appropriate number to show you age.

1. Under 35
2. 36 - 40

3. 41 - 45

4. 46 - 50

5. 51 - 55

6. Over 55

26. Would you like your son to do the same job as you (or his father) after leaving school?

1. Yes.

2. No.

If 'No', please state what you would like him to do.

27. How old were you when you finished your full-time education?

1. 14 or before

2. 15 - 16

3. 17 - 18

4. 19 - 20

5. 21 - 23

6. 24 - 26

7. 27 - 30

8. Over 30

28. Would you state the highest educational level that you have reached? This includes the full-time and part-time education that you have received.

Please circle the appropriate number.

1. Primary (not completed)

2. Primary (completed)

3. Secondary (not completed)

4. Secondary (completed)

5. University/Polytechnic/College of Education (not completed)

6. University/Polytechnic/College of Education (completed)

7. Other (Please specify)

Thank you very much for completing this questionnaire.

Please now ask the student to return this questionnaire to me.

Appendix 5.1c
Teachers' Questionnaire

UNIVERSITY OF KEELE

Department of Education

A Survey on Teachers' Attitudes towards the
Pastoral Care System in Secondary Schools

Letter to Teachers :

Dear Sir/Madam,

This is part of the survey that I am now undertaking in some secondary schools in Hong Kong for my Ph.D. research at a British university. The aim of this study is to reflect the views of teachers, parents and students on the existing pastoral care system in secondary schools so that suggestions can be made not only to the participating schools but also to all those interested. I should therefore be most grateful if you would kindly complete the attached questionnaire and return it to me as soon as possible.

Please at the same time be assured that this questionnaire is entirely confidential. However, I would like to follow up part of it by interviewing some teachers. If you are prepared to help me in this way, please complete the form attached below.

Thank you.

Yours faithfully,

(Signed)

Please complete the following if you are coming for the interview :-

Name Mr/Miss/Mrs^{*}

Whether you would like to attend :

- (a) a group interview *
or (b) an individual interview

*Please delete the inapplicable.

Your most appropriate date(s) and time(s) for interview

if there is/are any.

Date(s) and Time(s)

The Questionnaire :

- Notes :
1. Please answer all questions.
 2. You are asked to complete the answer or to circle the most appropriate number which applies.
 3. Unless indicated, only one answer is needed for each question.
 4. There is no right or wrong answer for any of the questions. What is required is your sincere reply.
 5. Items are grouped according to the theme of enquiry.

I. General Information

1. (a) Sex Male/Female*
- (b) Marital Status Single/Married*
- *Please delete the inapplicable.
- (c) Teaching experience Years
- (d) Teaching Experience in this school Years

2. Teaching schedule of this school year

Subject(s)	Form(s) (e.g. F.3A, F.2B etc.)	No. of Periods per week/cycle
------------	-----------------------------------	----------------------------------

3. Responsibilities in addition to teaching (e.g. Form-Teacher, Subject Panel, House Master/Mistress, Discipline Master/Mistress)

4. Area of Residence (e.g. Homantin, Kwun Tong, Shamshuipo)

II. On the School

5. Do you think it is very important, fairly important or not important that schools should do the following for the students?

Please circle the number on the right.

	Very Important	Fairly Important	Not Important	Don't Know
1. Help them to do as well as possible in examinations	1	2	3	4
2. Teach them things of direct use in their jobs	1	2	3	4
3. Help them know what is going on in the world nowadays	1	2	3	4
4. Teach them what is right and wrong	1	2	3	4
5. Help them to develop their personality and character	1	2	3	4
6. Teach them things to get as good a job or career as possible	1	2	3	4
7. Teach them plenty of things so that they can be interested in a lot of things	1	2	3	4
8. Other (Please specify)				

6. Do you strongly agree, agree or disagree that the following criteria are important in choosing a school to work in?

	Strongly Agree	Agree	Disagree	Don't Know
1. Promising prospects for career development	1	2	3	4
2. A well-established reputation of the school	1	2	3	4
3. A reasonable school head	1	2	3	4
4. Teaching the subjects you like	1	2	3	4
5. Being very near home	1	2	3	4
6. Other (Please specify)				

7. What do you think is the right age for students to leave school in general?

1. Before 14
2. 14
3. 15 (After Form 3)
4. 17 (After Form 5)
5. 18 or above

III. On the Curriculum

8. Which of the following teaching methods do you find most useful, useful or not useful to help students learn in general?

	Most Useful	Useful	Not Useful	Don't Know
1. Classroom teaching	1	2	3	4
2. Visits to places related to studies	1	2	3	4
3. Talks given by outside speakers	1	2	3	4

- | | | | | |
|-----------------------------|---|---|---|---|
| 4. Group projects | 1 | 2 | 3 | 4 |
| 5. Inter-school exhibitions | 1 | 2 | 3 | 4 |
| 6. Other (Please specify) | | | | |

9. Do you think that Moral Education should be a subject by itself?

1. Yes.
2. No.

10. If Moral Education is not taught as a subject by itself, would you find that it is very useful, fairly useful or not useful to integrate it with the following subjects? Please circle the number on the right and try not to circle more than 3 subjects as the very useful.

	Very Useful	Fairly Useful	Not Useful	Don't Know
1. English	1	2	3	4
2. Chinese	1	2	3	4
3. Mathematics	1	2	3	4
4. Science Subjects e.g. Chemistry, Physics, Biology	1	2	3	4
5. Social Science Subjects e.g. History, Geography, Economic and Public Affairs	1	2	3	4
6. Music, Art and Craft	1	2	3	4
7. Technical subjects e.g. Metal Work, Wood Work, Design & Technology	1	2	3	4
8. Physical Education	1	2	3	4
9. Other (Please specify)				

11. If Moral Education is not taught as a school subject, do you strongly agree, agree or disagree that the following people are in the best position of transmitting knowledge of this kind?

	Strongly Agree	Agree	Disagree	Don't Know
1. Parents	1	2	3	4
2. School Social Worker	1	2	3	4
3. Discipline Master/ Mistress	1	2	3	4
4. Headmaster/Headmistress	1	2	3	4
5. Form Teachers	1	2	3	4
6. Subject Teachers	1	2	3	4
7. Other (Please specify)				

IV. On Discipline and Caring

12. Do you think that secondary students nowadays are too much attracted to extra-curricular activities than to their studies?

1. Yes.

2. No.

13. How many extra-curricular activities do you think that a secondary student should take part in at most?

1. None

2. 1 - 2

3. 3 - 4

4. 5 - 6

5. More than 6

14. Which of the following extra-curricular activities do you think are very important, important or not important to secondary school students nowadays? Please circle the appropriate number on the right and try not to take more than 2 as the very important.

	Very Important	Important	Not Important	Don't Know
1. Games e.g. football, basketball	1	2	3	4
2. Athletics e.g. swimming, field and track, cycling	1	2	3	4
3. Physical exercises e.g. Gymnastics, Judo, Karate	1	2	3	4
4. Cultural appreciation e.g. Music, Reading, Movies	1	2	3	4
5. Social Services e.g. Red Cross, Scouting	1	2	3	4
6. Creative activities e.g. Craft, Painting, Photography, Ceramics	1	2	3	4
7. Other (Please specify)				

15. Do you strongly agree, agree or disagree that the following suggestions are the right time for running extra-curricular activities for students?

	Strongly Agree	Agree	Disagree	Don't Know
1. Lunch break	1	2	3	4
2. Weekdays after school	1	2	3	4
3. Saturday mornings	1	2	3	4
4. Special periods arranged within the time-table	1	2	3	4
5. During long school holidays e.g. Christmas, Chinese New Year, Easter or Summer Holidays	1	2	3	4

6. Other (Please specify)

16. Would you agree that teachers should be given the authority of carrying out corporal punishment?

1. Yes.

2. No.

17. When corporal punishment is not allowed, would you strongly agree, agree or disagree that the following methods are the best ways of handling a student who swore loudly in the class as a response to what you were teaching?

	Strongly Agree	Agree	Disagree	Don't Know
1. Just pretend that you do not hear	1	2	3	4
2. Ask him to write lines	1	2	3	4
3. Detain him after school	1	2	3	4
4. Suspend him from classes	1	2	3	4
5. Ask him to stand outside the classroom	1	2	3	4
6. Ask him to stand aside in the classroom	1	2	3	4

7. Other (Please specify)

18. Which of the following people or organisations do you think can be most helpful, fairly helpful or not helpful in providing students with the information about jobs?

	Most Helpful	Fairly Helpful	Not Helpful	Don't Know
1. Careers Master/ Mistress	1	2	3	4
2. Careers Exhibitions	1	2	3	4
3. Manufacturers or Industrialists	1	2	3	4

- | | | | | |
|-------------------------------------|---|---|---|---|
| 4. Past students of the same school | 1 | 2 | 3 | 4 |
| 5. Advertisements in newspapers | 1 | 2 | 3 | 4 |
| 6. Other (Please specify) | | | | |

19. Would you indicate the sort of things you think seem important to the youngsters who tend to leave school at 15?

- | | Very Important | Fairly Important | Not Important | Don't Know |
|--|----------------|------------------|---------------|------------|
| 1. Getting jobs which they like | 1 | 2 | 3 | 4 |
| 2. Earning money | 1 | 2 | 3 | 4 |
| 3. Being treated as grown-ups | 1 | 2 | 3 | 4 |
| 4. Having a boy or a girl friend of the opposite sex | 1 | 2 | 3 | 4 |
| 5. Having a good time while they are young | 1 | 2 | 3 | 4 |
| 6. Their families | 1 | 2 | 3 | 4 |
| 7. Other (Please specify) | | | | |

20. Do you think parents of this school are keen enough on visiting the school?

1. Yes.
2. No.

21. In order to strengthen teacher-parent contact, do you strongly agree, agree or disagree that the following ways are the best methods of encouraging parents to visit the school?

- | | Strongly Agree | Agree | Disagree | Don't Know |
|--------------|----------------|-------|----------|------------|
| 1. Open days | 1 | 2 | 3 | 4 |

- | | | | | |
|--|---|---|---|---|
| 2. Parents' evenings | 1 | 2 | 3 | 4 |
| 3. Parent teacher association | 1 | 2 | 3 | 4 |
| 4. Personal invitation,
personal contact and
visit by teachers | 1 | 2 | 3 | 4 |
| 5. Other (please specify) | | | | |

22. Do you strongly agree, agree or disagree that the greatest hindrance to teachers' caring attention to students is due to the following reasons?

	Strongly Agree	Agree	Disagree	Don't Know
1. Heavy teaching load	1	2	3	4
2. Large class size	1	2	3	4
3. Mixed abilities in the class	1	2	3	4
4. Mixed social in-takes	1	2	3	4
5. Examination pressures	1	2	3	4
6. Other (Please specify)				

23. If it so happens that you need help to deal with a problem student, which of the following people would you most likely, likely or not likely approach for advice?

	Most Likely	Likely	Not Likely	Don't Know
1. Colleagues with similar experience like you	1	2	3	4
2. Colleagues with more experience than you	1	2	3	4
3. Discipline Master/ Mistress	1	2	3	4
4. Deputy Head or Vice- Principal	1	2	3	4
5. Head or Principal	1	2	3	4

6. Other (Please specify)

V. Additional Information

24. Please circle the appropriate number to indicate your qualifications.

1. Graduate with Dip.Ed./Cert.Ed.
2. Graduate without Dip.Ed./Cert.Ed.
3. College of Education (3 Years)
4. College of Education (2 Years)
5. College of Education (1 Year)
6. In-service Course of Teachers' Training (ICTT)
7. Other (Please specify)

25. Please state below the major subject(s) that you studied at University/College of Education.

26. Please circle the appropriate number to show your age.

1. Under 25
2. 26 - 35
3. 36 - 45
4. 46 - 55
5. Over 55

Thank you very much for completing this questionnaire.

Please now return this questionnaire to me.

Appendix 5.2 The Researched Variables

(a) The Personal Variables

<u>Pupils</u>	<u>Parents</u>	<u>Teachers</u>
1. School	1. School (of pupils)	1. School
2. Stream	2. Stream (of pupils)	2. Sex
3. Father's occupation	3. Father's (of the pupil) occupation	3. Marital status
4. Age	4. Family Size	4. Teaching experience
5. Family size	5. Age	5. Subjects taught
6. Area of residence	6. Area of residence	6. Additional responsibilities
	7. Total family monthly income	7. Area of residence
	8. Educational background	8. Educational background
	9. Relation with the pupil	9. No. of Periods
		10. Level taught
		11. Age

(b) The Attitudinal Variables

Views on role of the school

<u>Pupils</u>	<u>Parents</u>	<u>Teachers</u>
1. interest & trust in the school	1. interest & trust in the school	1. task of the school
2. task of the school	2. task of the school	2. school preferred
3. school preferred	3. school preferred	3. trust in the school

Views on the school curriculum

<u>Pupils</u>	<u>Parents</u>	<u>Teachers</u>
<u>Cognitive</u>		
1. important subjects	1. important subjects	1. important subjects
2. teaching methods preferred	2. non-classroom activities	2. teaching methods
3. moral education	3. moral education	3. moral education
<u>Affective</u>		
1. extra-curricular activities	1. school visits	1. extra-curricular activities
2. truancy	2. teacher-parent contact	2. punishment
3. non-academic consultation	3. juvenile delinquency	3. careers guidance
4. reaction to teachers' wrong accusation	4. understanding of youngsters' aspiration	4. understanding of youngsters' aspiration
5. punishment		5. teacher-parent contact
6. school uniform		6. caring for pupils
7. graffiti		
8. future aspiration		

Appendix 5.3a

Interviewing Sheet for Pupils
(Chinese version was used
in the interview)

Date

Time

1. Would you suggest three basic elements which should be found in a good school?

Please circle the number on the scale for the school you are now attending.

3 Basic Criteria for a Good School	Please circle the appropriate number for your school. (No.1 is the highest and No.5, the lowest.)	Remarks
------------------------------------	---	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

2. Which are the three basic qualities that you think a good teacher should have?

Please put your suggestions on the left and then circle the appropriate number for the teachers you know in general.

3 Basic Qualities for a Good Teacher	Please circle the appropriate number for the teachers you know. (No.1 is the highest, No.5, the lowest.)	Remarks
--------------------------------------	--	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

3. What do you think are the three basic qualities that a good pupil should have?

Please put your suggestions on the left and then place yourself on the scale below.

3 Basic Qualities for a Good Pupil	Please place yourself on the scale below. No.1 is the highest and No.5, the lowest.	Remarks
------------------------------------	---	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

4. Which are the three basic elements that you will use to define a good job?

Please name the job that you would like to do after leaving school and then place it on the scale.

(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Elements for a Good Job	The job that you would like to do is Please circle this job on the scale below.	Remarks
------------------------------------	--	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

5. Which are the three basic elements that you will use to define a good subject?

Please put your suggestions on the left.

Which is your most favourite subject in school?

Please name the subject and place it on the scale.

3 Basic Elements for a Good Subject	Your most favourite subject in school is Please place this subject on the scale below. No.1 is the highest and No.5, the lowest.	Remarks
--	---	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

6. Which are the three basic criteria that you will use to define a good friend?

Please place yourself as a friend on the scale.

(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Criteria for a Good Friend	Please place yourself as a friend on the scale below.	Remarks
---------------------------------------	---	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

7. Would you suggest three basic criteria that you will use to define a good family?
Please place your own family on the scale below.
(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Criteria for a Good Family	Please place your own family on the scale below.	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

8. Would you suggest three basic criteria that you will use to define a good society?
Please place the Hong Kong society on the scale below.
(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Criteria of a Good Society	Please place the Hong Kong Society on the scale below.	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

9. Which are the three basic elements that you would use to define a good Government?
Please place the Hong Kong Government on the scale below.

3 Basic Elements for a Good Government	Please place the Hong Kong Government on the scale below.	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

10. Further Remarks

Appendix 5.3b

Interviewing Sheet for Parents
(Chinese version was used
in the interview)

Date

Time

1. Would you suggest three basic elements which you would use to define a good school?
Please place your son's school on the scale below.

3 Basic Elements for a Good School	Please place your son's school on the scale below. (No. 1 is the highest and No.5, the lowest.)	Remarks
------------------------------------	---	---------

- | | | |
|-----|---------------------------|--|
| (1) | 1-----2-----3-----4-----5 | |
| (2) | 1-----2-----3-----4-----5 | |
| (3) | 1-----2-----3-----4-----5 | |

2. Which are the three basic qualities that you think a good teacher should have?
Please put your suggestions on the left and on the scale below place the teachers of your son's school in general.

3 Basic Qualities for a Good Teacher	Please place the teachers of your son's school in general. (No.1 is the highest and No.5, the lowest.)	Remarks
--------------------------------------	--	---------

- | | | |
|-----|---------------------------|--|
| (1) | 1-----2-----3-----4-----5 | |
| (2) | 1-----2-----3-----4-----5 | |
| (3) | 1-----2-----3-----4-----5 | |

3. Which are the three basic criteria that you would use to define a good youth nowadays? Please place your son on the scale below.

3 Basic Criteria for a Good Youth	Please place your son on the scale below. No.1 is the highest and No.5, the lowest.)	Remarks
-----------------------------------	--	---------

- | | | |
|-----|---------------------------|--|
| (1) | 1-----2-----3-----4-----5 | |
| (2) | 1-----2-----3-----4-----5 | |
| (3) | 1-----2-----3-----4-----5 | |

4. Which are the three basic criteria that you would use to define a good job?

Please state the kind of job that you would like your son to take up after leaving school. And then place this job on the scale below. (On the scale, No.1. is the highest and No.5, the lowest.)

3 Basic Criteria for a Good Job	Please state the kind of job that you would like your son to take up after leaving school	Remarks
------------------------------------	---	---------

The job is

Please place the job below.

- | | |
|-----|---------------------------|
| (1) | 1-----2-----3-----4-----5 |
| (2) | 1-----2-----3-----4-----5 |
| (3) | 1-----2-----3-----4-----5 |

5. Which are the three basic qualities that you think a good parent should have?

Please place yourself as a parent on the scale below.
(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Qualities of a Good Parent	Please place yourself as a parent on the scale below.	Remarks
---------------------------------------	--	---------

- | | |
|-----|---------------------------|
| (1) | 1-----2-----3-----4-----5 |
| (2) | 1-----2-----3-----4-----5 |
| (3) | 1-----2-----3-----4-----5 |

6. Which are the three basic elements that you would use to define a good society?

Please place the Hong Kong society on the scale below.
(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Elements of a Good Society	Please place the Hong Kong Society below.	Remarks
---------------------------------------	--	---------

- | | |
|-----|---------------------------|
| (1) | 1-----2-----3-----4-----5 |
| (2) | 1-----2-----3-----4-----5 |
| (3) | 1-----2-----3-----4-----5 |

7. Which are the three basic criteria that you would use to define a good Government?

Please place the Hong Kong Government on the scale below.
(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Criteria for a Good Government	Please place the Hong Kong Government on the scale below.	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

8. Further Remarks

Appendix 5.3c

Interviewing Sheet for Teachers

Date

Time

1. Would you suggest three basic elements which you would use to define a good school?
Please circle the number on the scale for the school you are now teaching in.

3 Basic Criteria for a Good School	Please circle the appropriate number for your school. (No.1 is the highest, No.5, the lowest.)	Remarks
------------------------------------	--	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

2. Which are the three basic qualities that you think a good teacher should have?
Please put your suggestions on the left and then place yourself as a teacher on the scale.

3 Basic Qualities for a Good Teacher	Please place yourself as a teacher on the scale below. (No.1 is the highest, No.5, the lowest.)	Remarks
--------------------------------------	---	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

3. Which are the three basic elements that you would use to define a good job?
Please place teaching as a job on the scale below.

3 Basic Elements for a Good Job	Please place teaching on the scale below. No.1 is the highest, No.5, the lowest.	Remarks
---------------------------------	--	---------

(1) 1-----2-----3-----4-----5

(2) 1-----2-----3-----4-----5

(3) 1-----2-----3-----4-----5

4. What do you think are the three basic qualities that a good pupil should have?
Please place the pupils of this school in general on the scale.

3 Basic Qualities for a Good Pupil	Please place the pupils of this school in general on the scale below. No.1 is the highest and No.5, the lowest.	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

5. Which are the three basic elements that you would use to define a good class?
Please place the upper and lower streams of Form 3 on the scale.
(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Elements for a Good Class	Please place the upper and lowest streams of Form 3 on the scale below.	Remarks
(1)	(Upper) 1---2---3---4---5 (Lower) 1---2---3---4---5	
(2)	(Upper) 1---2---3---4---5 (Lower) 1---2---3---4---5	
(3)	(Upper) 1---2---3---4---5 (Lower) 1---2---3---4---5	

6. Would you suggest three basic criteria that you would use to define a good society?
Please place the society of Hong Kong on the scale below.
(On the scale, No.1 is the highest and No.5, the lowest.)

3 Basic Criteria for a Good Society	Please place the society of Hong Kong below.	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

7. Which are the three basic elements that you would use to define a good government?
Please place the Hong Kong Government on the scale below.

3 Basic Elements for a Good Government	Please place the Hong Kong Government on the scale below.	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

8. I would like to seek your views on the following subjects :-
 (1) Triad Infiltration in Schools
 (2) Juvenile Delinquency
 (3) Corporal Punishment
 (4) Moral Education
 (5) Careers Guidance
 (6) Counselling

What do you think are the major causes for (1) and (2) and how effective do you think pupils can be helped if the Subjects (3) to (6) are included in the school process? How much do you think that the family, the school and the Government can help in these 6 areas either to improve the situation or to increase more public awareness? Please show your view by circling the numbers on the scale below, No.1 being the highest and No.5, the lowest. Please complete the table below.

Subject	Major Cause	Role of the Family, the School and the Government. Please circle the number on the scale below. No.1 is the highest, No.5, the lowest.	Proposed School Policy & Practice
(1) Triad Infiltration	(Family)	1--2--3--4--5	
	(School)	1--2--3--4--5	
	(Government)	1--2--3--4--5	
(2) Juvenile Delinquency	(Family)	1--2--3--4--5	
	(School)	1--2--3--4--5	
	(Government)	1--2--3--4--5	

Effectiveness
(Please circle the
number below. No.1
is the most effective
and No.5, the least.)

(3) Corporal 1---2---3---4---5 (Family) 1--2--3--4--5
Punishment (School) 1--2--3--4--5
(Government) 1--2--3--4--5

(4) Moral 1---2---3---4---5 (Family) 1--2--3--4--5
Education (School) 1--2--3--4--5
(Government) 1--2--3--4--5

(5) Careers 1---2---3---4---5 (Family) 1--2--3--4--5
Guidance (School) 1--2--3--4--5
(Government) 1--2--3--4--5

(6) Counselling (Family) 1--2--3--4--5
1---2---3---4---5 (School) 1--2--3--4--5
(Government) 1--2--3--4--5

9. Further Remarks

Appendix 5.3d

Interviewing Sheet for the Head

Date

Time

1. Would you suggest three basic elements which you would use to define a good school?

3 Basic Elements for a Good School	Please place your school on the scale below. (No.1 is the highest and No.5, the lowest.)	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

2. Which are the three basic qualities that you think a good teacher should have?
Please circle the number on the scale below for your teaching staff in general.

3 Basic Qualities for a Good Teacher	Please circle the number below for your teaching staff in general. (No.1 is the highest and No.5, the lowest.)	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

3. What do you think are the three basic qualities that a good pupil should have?
Please circle the numbers on the scale below for the pupils of your school in general and the pupils of the upper and lower streams of the Form 3 classes.

3 Basic Qualities for a Good Pupil	Please circle the numbers below for the pupils of your school in general and the pupils of the upper and lower streams of Form 3. (No.1 is the highest and No.5, the lowest.)	Remarks
(1)	(Pupils in General) 1---2---3---4---5	

- (Form 3 Upper) 1---2---3---4---5
 (Form 3 Lower) 1---2---3---4---5
- (2) (Pupils in General) 1---2---3---4---5
 (Form 3 Upper) 1---2---3---4---5
 (Form 3 Lower) 1---2---3---4---5
- (3) (Pupils in General) 1---2---3---4---5
 (Form 3 Upper) 1---2---3---4---5
 (Form 3 Lower) 1---2---3---4---5

4. I would like to seek your views on the following subjects :-

- (1) Triad Infiltration in Schools
- (2) Juvenile Delinquency
- (3) Corporal Punishment
- (4) Moral Education
- (5) Careers Guidance
- (6) Counselling

What do you think are the major cause for (1) and (2) and how effective do you think pupils can be helped if the Subjects (3) to (6) are included in the school process?

How much do you think that the family, the school and the Government can help in these areas either to improve the situation or to increase public awareness?

What is the general policy or practice of your school concerning these various subjects?

Please complete the table below.

Subject	Major Cause	Role of the Family, the School and the Government (Please circle the number below. No.1 is the most Significant and No.5, the least.)	General School Policy & Practice
(1) Triad Infiltration		(Family) 1--2--3--4--5 (School) 1--2--3--4--5 (Government) 1--2--3--4--5	
(2) Juvenile Delinquency		(Family) 1--2--3--4--5 (School) 1--2--3--4--5 (Government) 1--2--3--4--5	

Effectiveness
 (Please circle the
 number on the scale.
 No.1 is the highest and
 No.5, the lowest.)

- | | | | |
|-------------------------|-------------------|--------------|---------------|
| (3) Corporal Punishment | 1---2---3---4---5 | (Family) | 1--2--3--4--5 |
| | | (School) | 1--2--3--4--5 |
| | | (Government) | 1--2--3--4--5 |
| (4) Moral Education | 1---2---3---4---5 | (Family) | 1--2--3--4--5 |
| | | (School) | 1--2--3--4--5 |
| | | (Government) | 1--2--3--4--5 |
| (5) Careers Guidance | 1---2---3---4---5 | (Family) | 1--2--3--4--5 |
| | | (School) | 1--2--3--4--5 |
| | | (Government) | 1--2--3--4--5 |
| (6) Counselling | 1---2---3---4---5 | (Family) | 1--2--3--4--5 |
| | | (School) | 1--2--3--4--5 |
| | | (Government) | 1--2--3--4--5 |

(7) Further Remarks

5. Additional Information

- | | |
|--|-------|
| (1) Teaching Experience before Headship | Years |
| (2) Headship Experience | Years |
| (3) Headship Experience in this school | Years |
| (4) Qualifications | |
| (5) Major Subject(s) studied at University/College | |
| Minor Subject(s) studied at University/College | |
| (6) Area of Residence | |

Appendix 5.3e

Interviewing Sheet for School Social Worker

Date

Time

1. Would you suggest three basic elements which you would use to define a good school?
Please put your suggestions on the left and circle the number on the scale for this school.

3 Basic Elements for a Good School	Please circle the number on the scale below. (No.1 is the highest and No.5, the lowest.)	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

2. Which are the three basic qualities that you think a good teacher should have?
Please circle the number on the scale below for the teachers of this school in general.

3 Basic Qualities for a Good Teacher	Please circle the number below for the teachers of this school in general. (No.1 is the highest and No.5, the lowest.)	Remarks
(1)	1-----2-----3-----4-----5	
(2)	1-----2-----3-----4-----5	
(3)	1-----2-----3-----4-----5	

3. What do you think are the three basic qualities that a good pupil should have?
Please circle the numbers on the scale below for the pupils of this school in general and the pupils of the upper and lower streams of the Form 3 classes. On the scale, No.1 is the highest and No.5, the lowest.

3 Basic Qualities for a Good Pupil	Please circle the number below (No.1 is the highest and No.5, the lowest).	Remarks
(1)	(Pupils in General) 1---2---3---4---5	

- (Form 3 upper) 1---2---3---4---5
 (Form 3 Lower) 1---2---3---4---5
- (2) (Pupils in 1---2---3---4---5
 General)
 (Form 3 Upper) 1---2---3---4---5
 (Form 3 Lower) 1---2---3---4---5
- (3) (Pupils in 1---2---3---4---5
 General)
 (Form 3 Upper) 1---2---3---4---5
 (Form 3 Lower) 1---2---3---4---5

4. Would you tell me the referred cases that you have dealt with in this school since September, 1982 by completing the following table?

<u>Nature of the Cases</u>	<u>Number of Cases</u>	<u>Class of Client</u>
----------------------------	------------------------	------------------------

5. Would you tell me how many times you have to contact the parents when dealing with the above cases?
 Please also tell me how the parents are kept informed of the incidents - by interview, by phone or by mail?
 Would you please also show me how co-operative do you think the parents in general are by circling the number on the scale, No.1 being the highest and No.5, the lowest?

Way of Contacting Parents	Number of Cases	Co-operativeness of Parents
(1) By Interview		1---2---3---4---5
(2) By Phone Only		1---2---3---4---5
(3) By Mail Only		1---2---3---4---5

6. I would like to seek your views on the following subjects :-

- (1) Triad Infiltration in Schools
- (2) Juvenile Delinquency
- (3) Corporal Punishment
- (4) Moral Education
- (5) Careers Guidance
- (6) Counselling

What do you think are the major causes for (1) and (2) and how effective do you think pupils can be helped if the Subjects (3) to (6) are included in the school process?

How much do you think that the family, the school and the Government can help in these 6 areas either to improve the situation or to increase public awareness? Please show your views by circling the numbers on the scale below, No.1 being the highest and No.5, the lowest.

Please complete the table below.

Subject	Major Causes	Role of the Family, the School and the Government. Please circle the number below.	Proposed School Policy & Practice
(1) Triad Infiltration		(Family) 1--2--3--4--5 (School) 1--2--3--4--5 (Government) 1--2--3--4--5	
(2) Juvenile Delinquency		(Family) 1--2--3--4--5 (School) 1--2--3--4--5 (Government) 1--2--3--4--5	
Effectiveness (Please circle the number, No.1 is the highest, No.5, the lowest.)			
(3) Corporal Punishment	1--2--3--4--5	(Family) 1--2--3--4--5 (School) 1--2--3--4--5 (Government) 1--2--3--4--5	
(4) Moral Education	1--2--3--4--5	(Family) 1--2--3--4--5 (School) 1--2--3--4--5 (Government) 1--2--3--4--5	
(5) Careers Guidance	1--2--3--4--5	(Family) 1--2--3--4--5 (School) 1--2--3--4--5 (Government) 1--2--3--4--5	
(6) Counselling	1--2--3--4--5	(Family) 1--2--3--4--5 (School) 1--2--3--4--5 (Government) 1--2--3--4--5	

7. Further Remarks

8. Additional Information

(1) Your experience on this job _____ years

(2) Number of school(s) or pupil(s) under your care

(3) Are you trained for this job?

(a) Yes.

(b) No.

(c) If 'Yes', how long was the course?

(4) Do you have any teaching experience?

(a) Yes.

(b) No.

(c) If 'Yes', for how long have you taught
and how old are the pupils?

Appendix 5.4

Record Sheet for Classroom Observation

Class _____

Subject _____

Date _____

Time _____

Notes :-

- (1) Records are taken by the minute in terms of frequencies.
- (2) Observed items :
 - 1 = Chatting with others
 - 2 = Raising hand to ask questions
 - 3 = Shouting or calling out
 - 4 = Raising hand to answer question
 - 5 = Distractive behaviours
 - 6 = Attentiveness (5-point scale)

Item Target Pupil	Item						Remarks
	1	2	3	4	5	6	
1							
2							
3							
4							
5							
6							

Appendix 7.1a

Class Organisation of Cloudview Grammar
(as at 1.9.1982)

Junior Forms

Stream No. of Pupils	Form 1				Form 2				Form 3			
	B	C	D	E	B	C	D	E	B	C	D	E
Ordinary Classes	40	38	43	42	40	40	38	41	37	37	36	36
Sub-Total	163				159				146			
Special Classes	18				11				14			
Sub-Total					43							

Senior Forms

Stream No. of Pupils	Form 4				Form 5				Form 6		Form 7	
	A	B	C	D	A	B	C	D	A	B	A	B
Ordinary Classes	38	41	42	44	40	41	39	40	19	23	14	17
Sub-Total	165				160				42		31	

Total No. of streams = 24 Ordinary Classes
3 Special Classes

Total No. of Pupils = 866 in Ordinary Classes
43 in Special Classes

Appendix 7.1b

Staff Organisation of Cloudview Grammar
(as at 1.9.1982)

No. of Staff	P.I.	Graduate			Non-Graduate			Grand Total
		S.G.M.	G.M.	Total	S.A.M.	A.M.	C.M.	
Entitlement	1	12	18	30	3	3	7	44
Establishment	1	4	20	24	0	7	12	44
Post Vacant	0	8	0	8	3	0	0	11

Ranks of the Staff

P.I.	Principal I (Head of school running 24 or more classes)
S.G.M.	Senior Graduate Master/Mistress (Promotion Post) Graduate Teacher
G.M.	Graduate Master/Mistress
S.A.M.	Senior Assistant Master/Mistress (Promotion Post) Non-Graduate Teacher
A.M.	Assistant Master/Mistress (Promotion Post)
C.M.	Certificate Master/Mistress

Appendix 7.2a

Class Organisation of Brookside Technical
(as at 1.9.1982)

Stream No. of Pupils	Junior Forms														Sub-Total		
	Form 1				Form 2				Form 3								
	A	B	C	D	Sub-Total	A	B	C	D	Sub-Total	A	B	C	D	E	F	
Boys' Section	41	41	42	35	159	35	39	38	39	151	40	38	38	36	37	37	226

Girls' Section	G	H	Sub-Total	G	H	Sub-Total	G	H	Sub-Total
	40	38	78	33	31	64	33	32	65

Stream No. of Pupils	Senior Forms					
	Form 4			Form 5		
	A	B	Sub-Total	A	B	Sub-Total
Boys' Section	41	39	80	32	33	65
Girls' Section	C			C		
	41		41	36		36

Total No. of Streams = 18 (Boys') and 8 (Girls')
Total No. of Pupils = 681 boys and 284 girls

Appendix 7.2b

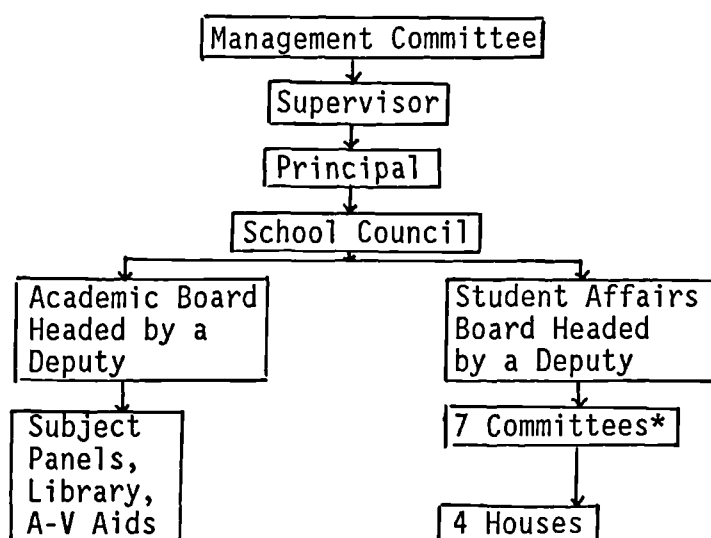
Staff Organisation of Brookside Technical
(as at 1.9.82)

No. of Staff	P.I.	Ranks*				Non-Graduate			
		S.G.M.	G.M.	T	S.G.M.	A.M.	C.M.	T	GT
Entitlement	1	11	16	27	2	3	6	11	39
Establishment	1	2	11	13	3	4	18	25	39
Post Vacant	0	9	5	14	0	0	0	0	14

T = Total
GT = Grand Total
*Ranks of the staff as in Appendix 7.1a

Appendix 7.3a

The Managerial Structure of Cloudview



*The 7 Committees were :-

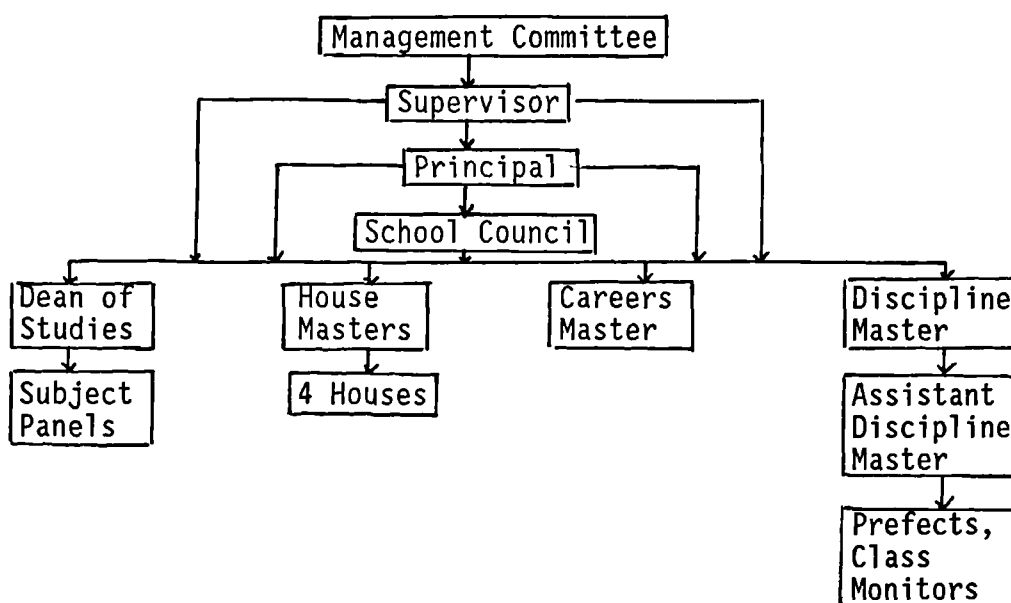
- (1) Discipline Committee - There were 7 teachers including 1 Discipline Master, 1 Assistant Discipline Master for each level from Form 1 to Form 5 and 1 Assistant Discipline Master for Forms 6 & 7
- (2) Careers Committee - Two teachers were included in the Committee, one for further studies and 1 for appointment services.
- (3) Internal Activities Committee - One teacher was in charge of this Committee.
- (4) External Activities Committee - One teacher was in charge of this Committee.

- (5) Service Committee - One teacher was in charge of this Committee.
- (6) Student Welfare Committee - One teacher was in charge of this Committee.
- (7) Student Counselling Committee - Two teachers were included in this Committee.

Note : See Appendix 7.3c for the functions and duties of the top managerial level members.

Appendix 7.3b

The Managerial Structure of Brookside



Note : See Appendix 7.3c for functions and duties of the top managerial level members.

Appendix 7.3c

Notes on the top level of the managerial structure

The functions and duties of this level are as follows :-

Management Committee

Every school is managed by its Management Committee consisting of not more than 4 registered managers. The Committee is responsible for ensuring :-

- (1) that the school is managed satisfactorily,
- (2) that the education of the pupils is promoted in a proper manner; and
- (3) that the Education Ordinances are complied with.

(Hong Kong Education Ordinance No.52 of 1971 Section 33)

Supervisor

The Supervisor of a school is also a registered manager of the Management Committee. All correspondence between a school and the Director of Education shall be conducted on behalf of the school by the Supervisor. The Supervisor is responsible for reporting to the Director of Education if :-

- (1) any person ceases to be a manager of the school,
- (2) the supervisor ceases to perform the duties of the supervisor,
- (3) the principal ceases to perform the duties of the principal,
- (4) any teacher commences to teach or is employed to teach at the school,
- (5) any teacher ceases to teach or ceases to be employed to teach at the school, and
- (6) the supervisor becomes aware of a change in any particulars furnished under the Ordinance with respect to any landlord or tenant of the premises in which the school is operated.

(Hong Kong Education Ordinance No.52 of 1971 Section 39)

Principal

The principal of a school shall, subject to the directions of the management committee, be responsible for the teaching and discipline of the school and for such purposes shall have authority over the teachers and pupils of the schools.

The Director may address the principal of a school on any matter relating to the teaching and discipline in the school, and in such case the principal shall conduct correspondence directly with the Director.

(Hong Kong Education Ordinance No.52 of 1971 Section 58)

School Council

This is an advisory body within the schools in the public sector. It was established in the 1970's as a provision for "more formal, regular and uniform arrangements for consultation between school management committee and their teaching staffs"

(Government Secretariat 1981 p.30). The council is usually made up of the Supervisor, the Principal, the Deputy Head(s), 2 teacher representatives, one from each of the graduate and non-graduate teacher groups and any other members that the Director of Education may approve.

Appendix 7.4

Time-Table Allocation of the Third Year

(a) Cloudview Grammar

<u>Subject Stream</u>	Eng.	Chi.	Math.	Sc.Sub.	So.Sc.	Tech.Sub.	Mu/Art	P.E.	T
E (Top)	8	10	6	6	11	3	2 (Mu only)	2	48
B (2nd Top)	8	10	6	6	11	0	5 (2Mu,3Art)	2	48
D (3rd Top)	8	10	6	6	11	3	2 (Mu only)	2	48
C (Bottom)	8	10	6	6	11	0	5 (2Mu,3Art)	2	48

Key : Eng. = English Math = Mathematics
 Chi. = Chinese Sc.Sub. = Science Subjects
 So.Sc. = Social Sciences
 Tech. Sub. = Technical Subjects
 Mu = Music
 T = Total

(b) Brookside Technical

<u>Subject Stream</u>	Eng.	Chi.	Math.	Sc.Sub.	So.Sc.	Tech.Sub.	Mu/Art	P.E.	T
A (Top)	9	9	6	6	6	10	0	2	48
B (Mixed)	9	9	6	6	6	10	0	2	48
C (Mixed)	9	9	6	6	6	10	0	2	48
D (Mixed)	9	9	6	6	6	10	0	2	48
E (Mixed)	9	9	6	6	6	10	0	2	48
F (Mixed)	9	9	6	6	6	10	0	2	48

Note : Key as in Appendix 7.4a

Appendix 7.5

(a) Sample Report Card of Cloudview Grammar

NAME _____ FORM _____

FORMATION	1st Term			2nd Term			3rd Term		
	Grade	Comments		Grade	Comments		Grade	Comments	
Personality 品 格									
Moral Behaviour 行 為									
Social Concern 社會意識									
Religious & Ethical Response 宗教倫理									
Attendance (Days) 到 遲 列	Late 遲到	Absent 缺席		Late 遲到	Absent 缺席		Late 遲到	Absent 缺席	
Extracurricular Activities 課外活動									
Remarks 評 語									

Form teacher _____

Parenty/Guardian _____

APPLICATION 學 業	1st Term	2nd Term	3rd Term	Comments
	Chinese Language 中 文			
Chinese Literature 中國文學				
Chinese History 中國歷史				
English 英 文				
Integrated Social Studies 綜合社會				
Geography 地 理				
History 歷 史				
Economics & Public Affairs 經濟與公共事務				
Arts 文 化				
Mathematics 數 學				
Additional Maths 附加數				
Pure Maths 純 數				
Applied Maths 應用數學				
Integrated Science 綜合科學				
Biology 生 物				
Chemistry 化 學				
Physics 物 理				
Maths & Science 數 學 科				
Physical Education 體 育				
Music 音 樂				
Art 美 術				
Design & Technology 設計與工藝				
Practical 技 術				
Remarks 評 語				

1. Promoted to Form _____ 升 讀 _____

2. To repeat in Form _____ 重 讀 _____

3. Request to leave the College. 離 校 _____

Supervisor/Principal _____

(b) Sample Report Card of Brookside Technical

SUBJECT		HOMEWORK TEST 功課分 測驗分	MID-TERM EXAM 期中試	HOMEWORK TEST 功課分 測驗分	FINAL EXAM 大考	TOTAL 總分
英文科	I Composition 作文 II General English 英語 III Oral 會話 IV Dictation 聽寫					
中文科	I Writing 作文 II Reading 讀本 Mathematics 數學					
理科	Additional Mathematics 附加數學 Integrated Science 綜合科學 Chemistry 化學 Physics 物理					
工科	Electronics & Electricity 電子與電學 Practical Electricity 電工 Metalwork 金工 Woodwork 木工 Technical Drawing 工業繪圖 Design & Technology 設計與工藝 Art & Design 美術與設計					
商科	Needlework 針織 Cookery 烹飪 Typewriting 打字 Shorthand 速記 Principles of Accounts 會計學原理 Chinese History 中國歷史 Social Studies 社會教育 Economics 經濟 Religious Education 宗教教育 Music 音樂 Physical Education 體育					
人 文 科						
TOTAL	總分					
AVERAGE	總平均					
POSITION	名次					
NO. OF STUDENTS	全班人數					
ABSENCE/LATENESS	缺席/遲到					
EFFORT	勤 勉					
CONDUCT	操 行					
DATE	日 期					
REMARKS	評 語					

Name 姓名: _____
 Class 班 級: _____
 Date of Admission 入學日期: _____
 Address 英文: _____
 Address 中文: _____
 Telephone 電話: _____
 Birth date 出生日期: _____
 Religion 宗教: _____

PHOTO

Parent/Guardian 家長

Conduct & Effort Grade 操行及勤惰級數:
 A Excellent 優
 B Good 良
 C Fair 常
 D Unsatisfactory 劣
 E Very unsatisfactory 劣

Notes 備註:
 1. Pass mark 及格分數: 50
 2. Parents/Guardians are requested to sign this report & hand it in to the school.
 3. The progress of student is assessed quarterly.
 4. Promotion Conditions 升級條件:
 (a) The average reaches the pass mark 總平均及格。
 (b) Each group of subject reaches the required standard.
 每組科目之成績符合本校標準。

PROMOTED TO 升:
 RETAINED IN 留:
 COMPLETED A YR. COURSE 修畢 年課程。
 ADMITTED TO
 REPORT TO MTSS FOR REGISTRATION ON:

Appendix 7.6

Extra-Curricular Activities Organised
In the Two Schools

(a) Cloudview Grammar

(1) Games

Football
Badminton Club
Basket-ball Club
Tennis Club
Table Tennis Club
Volley Ball Club
Baseball Ball Club

(2) Athletics

Athletic Club

(3) Physical Exercise

Martial Art & Bonny Club
Gymnastics Club
Taekwon-Do Club

(4) Cultural

Appreciation
Music Society
Stamp Collecting Club

(5) Social Services

Catholic Society
Christian Fellowship
Conservancy Society
D.E.A.
Social Awareness &
Red Cross
Service Association

(6) Creative Activities

Art Club
Astronomy Club
Bridge Club
Drama Club
Model Making Club
Photographic Club
Chess Club

(7) Academic Club

Chinese Club
English Society
Economic & Public Affairs Club
Geography Club
History Club

(b) Brookside Technical

(1) Games

Basketball
Football
Table Tennis
Volley Ball

(2) Athletics

Athletic Club

(3) Physical Exercise

Nil

(4) Cultural

Appreciation
School Choir
Folk Dance
Chinese
Calligraphy

(5) Social Services

Boy Scouts
Student-Teacher
Library
Audio-Visual Aids
Library
Service Group
Catholic
Association

(6) Creative Activities

Art Club
Astronomy Club
Chess Club
Drama Club
Photographic Club
Debate Club

(7) Academic Club

Chinese Society
English Club
Carpentry Club
Computer Science
Club, Science Club
Electronic Club
Mathematics Club

Appendix 8.1

Relationship Between Social Class
and Family Size

<u>No. of Pupils</u> Social Class	Number of Children in Family			Total No. of Pupils Responding
	2-	3	4+	
1	5 (11%)	12 (25%)	30 (64%)	47 (100%)
2	1 (2%)	11 (27%)	29 (71%)	41 (100%)
3	7 (4%)	22 (13%)	136 (83%)	165 (100%)

(Chi-Square = 10.8, p < 0.05, D.f. = 4)

Appendix 8.2

Relationship Between Streaming and Family Size

(a) Streaming (General)

<u>No. of Pupils</u> Stream (General)	Number of Children in Family			Total No. of Pupils Responding
	2-	3	4+	
Upper	4 (8%)	13 (26%)	33 (66%)	50 (100%)
Lower	9 (4%)	33 (16%)	166 (80%)	208 (100%)

(Chi-Square = 4.40, p = Not Significant, D.f. = 2)

(b) Streaming (Cloudview)

<u>No. of Pupils</u> Stream (Cloudview)	Number of Children in Family			Total NO. of Pupils Responding
	2-	3	4+	
Upper	2 (9%)	6 (29%)	13 (62%)	21 (100%)
Lower	5 (7%)	19 (26%)	49 (67%)	73 (100%)

(Chi-Square = 0.26, p = Not Significant, D.f. = 2)

(c) Streaming (Brookside)

No. of Pupils Stream (Brookside)	Number Children in Family			Total No. of Pupils Responding
	2-	3	4+	
Upper	2 (7%)	7 (24%)	20 (69%)	29 (100%)
Lower	4 (3%)	14 (10%)	117 (87%)	135 (100%)

(Chi-Square = 5.44, $p = \underline{\text{Not Significant}}$, D.f. = 2)

Appendix 8.3

Relationship between Social Class and Streaming

(a) Streaming (General)

No. of Pupils Stream (General)	Social Class			Total No. of Pupils Responding
	1	2	3	
Upper	17 (23%)	9 (12%)	48 (65%)	74 (100%)
Lower	51 (18%)	49 (17%)	188 (65%)	288 (100%)

(Chi-Square = 1.74, $d = \underline{\text{Not Significant}}$, D.f. = 2)

(b) Streaming (Cloudview)

No. of Pupils Stream (Cloudview)	Social Class			Total No. of Pupils Responding
	1	2	3	
Upper	10 (29%)	4 (12%)	20 (59%)	34 (100%)
Lower	31 (29%)	27 (25%)	49 (46%)	107 (100%)

(Chi-Square = 3.03, $p = \underline{\text{Not Significant}}$, D.f. = 2)

(c) Streaming (Brookside)

<u>No. of Pupils</u> Stream (Brookside)	Social Class			Total No. of Pupils Responding
	1	2	3	
Upper	7 (18%)	5 (12%)	28 (70%)	40 (100%)
Lower	20 (11%)	22 (12%)	139 (77%)	181 (100%)

(Chi-Square = 1.32, p = Not Significant, D.f. = 2)

Appendix 8.4

Pupils' Staying-on Preference
According to Social Class

<u>No. of Pupils</u> Social Class		Leaving Age Preferred			Total No. of Pupils Responding
		15-	17	18	
1	(%)	5 (8)	30 (45)	31 (47)	66 (100)
2	(%)	3 (5)	29 (50)	26 (45)	58 (100)
3	(%)	17 (7)	123 (54)	89 (39)	229 (100)

(Chi-Square = 3.08, p = Not Significant, D.f. = 4)

Appendix 9.1

Guidelines for Students
(Translation from Chinese Version)

(a) Cloudview Grammar School

Student Regulations

Discipline is built upon a student's self-respect together with his respect for the others. The following guidelines are meant to help students to develop good character and proper judgement.

1. Attendance and Punctuality

- (a) On returning to school on the day after absence, students should produce a letter signed by parents/guardian tendering reasons of absence. A doctor's certificate should be submitted for sick leave.
- (b) Students should arrive two minutes before school starts (i.e. before the first bell). Otherwise they will be considered as late.
- (c) Late comers must get permission from the Headmaster before returning to the classroom.
- (d) Students who want to leave early before the school ends must get a signed permit from the Headmaster. This permit must be shown to the monitor before leaving the classroom and returned to the Reception Desk before leaving school.
- (e) After recess, students must return to their classroom immediately.
- (f) No students will be allowed to stay in school before 7A.M. and after 6P.M..

2. Courtesy

- (a) Students must stand up to show respect to their teachers when they come in and out of the classroom for the lessons.
- (b) Students must be respectful and sober during prayers or when singing the school song.

3. Appearance

- (a) Besides being clean and tidy, students must also observe the guidelines for their clothes :-

Season	Types	Colour	
Summer	Shirts	White, light yellow and light blue	} No stripe is allowed
	Trousers	Plain	
Winter	Shirt/Turtle neck	White, light yellow, light blue	
	Trousers	Plain	
	Blazer/Sweater	Dark grey, dark blue, brown	

T-shirt, Rock-shirt, Hawaiian shirts, jeans and all the other clothes not approved by the school are not allowed to wear in school or to attend school organised extra-curricular activities outside school.

- (b) Students must wear the school badge when coming to school or attending all school activities.

4. Cleanliness

The school campus must be kept clean. Food and drinks are allowed only on the ground floor of the school compound.

5. Discipline

- (a) Students must keep silent during change of lessons.
- (b) No students will be allowed to leave the classroom without the teacher's permission. Only one student will be allowed to leave at any one time.
- (c) During lessons, students are not allowed to leave their seats.

6. Honesty

Cheating in examinations and tests, copying others' assignments, forging parents' signature, lying or pinching are all dishonest acts. They are all considered regulation-breaking.

7. Public Property

- (a) Students are not allowed to damage or move any of the school property.
- (b) Students must handle all school equipment and apparatus with care.
- (c) Unless needed, all electrical appliances should be switched off.

8. Others

- (a) Students must carry their student cards all the time for necessary inspection.
- (b) The school is not responsible for losses of any valuable things, which students are not expected to bring back to school.
- (c) Students are not allowed to smoke, gamble or behave indecently.
- (d) Students are not allowed to keep or carry prohibited goods or obscene publications.

By-Regulations

- (a) Students who have broken any of the above regulations will be sent to the Discipline Master for inquiry and will be punished in accordance with the degree of offence either by detention or by giving demerits.
- (b) One detention is equivalent to one minor demerit and three minor demerits are equivalent to one demerit. All demerit cases will be handled by the Headmaster.
- (c) Three demerits are equivalent to one major demerit. Students who have got one major demerit will be given punishment assigned by the Headmaster and will be given a fail-grade in the assessment of conduct in the report card.
- (d) The school retains the right of expelling students who have accumulated three or more major demerits.

Headmaster

(b) Brookside Technical Secondary School

Notes to Students

1. This is a Catholic school. Students must respect all Catholic teaching and liturgies.
2. Registration : To be registered, students should return the completed application form signed by parents/guardian together with a recent photograph and admission card. Student cards and identity cards should be ready for reference. Booklist will be issued after registration.
3. Fees : No tuition or subscription fee will be charged for Forms 1 - 3. For Forms 4 and 5, the tuition fee is \$ 680.00 per annum. Payment is made by 10 instalments through the bank.
4. School Hours : Monday to Friday from 8.00 A.M. to 3.10 P.M.. (Parents/guardians will be informed in writing of all extra-curricular activities held after school hours. All return slips must be signed by parents/guardians.)
5. School Uniform and Hair Style
 - (a) Summer uniform : short-sleeved shirt with school badge, white long trousers, black leather shoes and white socks.
 - (b) If it is cool, a plain dark blue sweater/jumper will be allowed.
 - (c) Winter uniform : long-sleeved white shirt, dark-grey long trousers, dark blue neck-tie and school blazer, black leather shoes and white socks.
 - (d) No badges other than the school badge will be allowed to wear.
 - (e) During workshop classes, students must wear dark-blue over-alls. For P.E. lessons, students must wear white sport shirts and shorts and sport shoes.
 - (f) Hair style : Hair should not be long enough to touch the collar. Side-whiskers should not grow beyond the midway of the ears. Hair at the back should be cut as short and close to the skin as possible. No perm or dyed hair will be allowed.

6. Lateness, early leave, absence and withdrawal

- (a) All late comers must report to the school office and obtain a permit to go back to the classroom.
- (b) Parents/guardians of absentees will be contacted by phone on the day of their absence. A letter from their parents should be presented to the school office on the day of their return to school.
- (c) Students who have to leave early during school hours must obtain from the school office a permit, which is to be signed by parents/guardians and returned to the school office upon the students' coming back to school.
- (d) All withdrawals must be notified to the school in writing by parents. Student cards and reduced fare cards for students must be returned to the school office once notification for withdrawal has been tendered. As procedures for withdrawal have been completed, application for other relevant documents can be proceeded.

7. Suspension and Expulsion

- (a) Parents/guardians, whose wards are given demerits will be informed in writing. They will be interviewed after every minor demerit.
- (b) Three minor demerits are equivalent to one demerit and three demerits are equivalent to a major demerit.
- (c) Students will be suspended from school after two major demerits and expelled after three.
- (d) Students will be suspended from school when proved not willing to learn or reluctant to improve their adverse situation after being consistently advised.

8. Assignments

Students should submit their assignments in due course. Those who fail to do so will be detained on the day after school to complete the work.

9. Detention

Those who do not submit their assignments in time and do not attend the detention classes to complete the work or those who have been late for four times during a month or those who have broken any of the school regulations have to attend the detention classes for one hour on Wednesday after school. Those who need to attend the Wednesday detention classes for the third time have to attend the detention class on Saturday morning from 9 A.M. to 12 noon. The Saturday morning detention classes will be spent on self-study supervised by teachers. All detention notes must be signed by parents/guardians and returned

to school the following school day.

10. Conduct and Application

The conduct and application of a student is assessed half-yearly in the two terms. Grades are recorded in the report card. The grade in application shows the student's attitudes towards his studies and his performance in his work. A less intelligent student, for instance, may have very bad academic results but a good grade in application because of his diligence.

11. Student Health Scheme

Students of Forms 1 to 3 can join the Government subsidized Student Health Scheme (with unlimited number of treatments and free consultation and medication). The Managing Committee of the school will offer donation to pay for the subscription fees of the needy so that all qualified students can join the scheme.

12. Fee Remission and Stationery Subsidy

Needy students can apply for fee remission (Forms 4 & 5) or stationery subsidy (Forms 1 to 3). Application can be made by parents to the Director of Education via school at the beginning of every term. Application forms are available at the school office.

13. Student Ferry and Bus Coupon

Students of this school can apply for the ferry and bus coupon costing \$ 10 per annum (\$ 20 for re-application after loss). This coupon will entitle the student to have a reduced fare for the assigned buses and ferries.

14. This school is served by a school social worker to provide students with counselling and guidance related to personal and family problems. The school social worker can be contacted by phone or address as follows :-

Telephone

Address

Stream (Cloudview)									
Upper		21	2	2	4	0	6	0	35
	(%)	(60)	(6)	(6)	(11)	(0)	(17)	(0)	(100)
Lower		43	12	9	9	0	21	6	100
	(%)	(43)	(12)	(9)	(9)	(0)	(21)	(6)	(100)

(Chi-Square = 5.36, p = Not Significant, D.f. = 6)

Stream (Brookside)									
Upper		7	3	0	0	0	21	9	40
	(%)	(17)	(7)	(0)	(0)	(0)	(53)	(23)	(100)
Lower		72	19	1	1	3	42	1	139
	(%)	(52)	(13)	(1)	(1)	(2)	(30)	(1)	(100)

(Chi-Square = 41.44, p < 0.01, D.f. = 6)

(b) As the Second Activity

No. of Pupils	Activity							Total No. of Pupils Responding
	1	2	3	4	5	6	7	
Stream (General)								
Upper	17	8	3	3	2	24	11	68
	(25)	(12)	(4)	(4)	(3)	(36)	(16)	(100)
Lower	88	35	2	6	4	54	21	210
	(42)	(17)	(1)	(3)	(2)	(25)	(10)	(100)

(Chi-Square = 12.12, p = Not Significant, D.f. = 6)

Stream (Cloudview)									
Upper		9	3	3	3	2	10	1	31
	(%)	(29)	(10)	(10)	(10)	(6)	(32)	(3)	(100)
Lower		29	15	2	6	1	30	10	93
	(%)	(31)	(16)	(2)	(7)	(1)	(32)	(11)	(100)

(Chi-Square = 8.56, p = Not Significant, D.f. = 6)

Stream (Brookside)									
Upper		8	5	0	0	0	14	10	37
	(%)	(22)	(13)	(0)	(0)	(0)	(38)	(27)	(100)
Lower		59	20	0	0	3	24	11	117
	(%)	(50)	(17)	(0)	(0)	(3)	(21)	(9)	(100)

(Chi-Square = 16.36, p < 0.01, D.f. = 6)

- Activity :
- | | |
|---------------------------|-------------------------|
| 1 = Games | 5 = Social Services |
| 2 = Athletics | 6 = Creative Activities |
| 3 = Physical Exercises | 7 = Academic Clubs |
| 4 = Cultural Appreciation | |

Appendix 9.4

Pupils' Preference to School Uniform According to Stream

Stream	No. of Pupils				Total No. of Pupils Responding
	For		Against		
General	Upper	42 (56%)	33 (44%)	75 (100%)	
	Lower	170 (58%)	123 (42%)	293 (100%)	
(Chi-Square = 0.03, p = <u>Not Significant</u> , D.f. = 1)					
Cloudview	Upper	13 (37%)	22 (63%)	35 (100%)	
	Lower	54 (50%)	54 (50%)	108 (100%)	
(Chi-Square = 1.28, p = <u>Not Significant</u> , D.f. = 1)					
Brookside	Upper	29 (73%)	11 (27%)	40 (100%)	
	Lower	119 (64%)	66 (36%)	185 (100%)	
(Chi-Square = 0.98, p = <u>Not Significant</u> , D.f. = 1)					

Appendix 9.5

Pupils' Preference for Consulting Parents According to School

School	No. of Pupils Ranking Him/Her				Total No. of Pupils Responding
	As the V.L./L.C.		Not as the L.C.		
(a) <u>Father</u>					
Cloudview	110 (80%)	27 (20%)	137 (100%)		
Brookside	141 (66%)	74 (34%)	215 (100%)		
(Chi-Square = 8.15, p < 0.01, D.f. = 1)					
(b) <u>Mother</u>					
Cloudview	110 (79%)	29 (21%)	139 (100%)		
Brookside	138 (65%)	76 (35%)	214 (100%)		
(Chi-Square = 7.97, p < 0.01, D.f. = 1)					
V.L. = Very Likely L. = Likely C. = Consultant					

Appendix 9.6

Pupils' Preference for Consulting
their Brother(s) and Sister(s)
According to Family Size

(a) Brother(s)

Family Size (No. of Children)	No. of Pupils Ranking Brother(s)		Total No. of Pupils Responding
	As the V.L./L.C.	Not as the L.C.	
2 or fewer	23 (44%)	29 (56%)	52 (100%)
3	61 (60%)	41 (40%)	102 (100%)
4 or more	134 (71%)	56 (29%)	190 (100%)

(Chi-Square = 12.96, $p < 0.01$, D.f. = 2)

(b) Sister(s)

Family Size (No. of Children)	No. of Pupils Ranking Sister(s)		Total No. of Pupils Responding
	As the V.L./L.C.	Not as the L.C.	
2 or fewer	23 (42%)	32 (58%)	55 (100%)
3	43 (44%)	55 (56%)	98 (100%)
4 or more	114 (60%)	76 (40%)	190 (100%)

(Chi-Square = 9.72, $p < 0.01$, D.f. = 2)
V.L. = Very Likely L. = Likely
C. = Consultant

Appendix 9.7

Pupils' Preference for Consulting
Brother(s) According to the Number
of Brother(s) they had

Number of Brothers	No. of Pupils Ranking Brother(s)		Total No. of Pupils Responding
	As the V.L./L.C.	Not as the L.C.	
No Brother	22 (31%)	50 (69%)	72 (100%)
1 - 2	145 (68%)	68 (32%)	213 (100%)
3 - 4	42 (86%)	7 (14%)	49 (100%)
5 or more	9 (90%)	1 (10%)	10 (100%)

(Chi-Square = 49.03, $p < 0.01$, D.f. = 3)
V.L. = Very Likely L = Likely
C. = Consultant

Appendix 9.8

Pupils' Preference for Consulting Sister(s) According to the Number of Sister(s) they had

Number of Sisters	No. of Pupils Ranking Sister(s)		Total No. of Pupils Responding
	As the V.L./L.C.	Not as the L.C.	
No Sister	14 (21%)	54 (79%)	68 (100%)
1 - 2	111 (57%)	84 (43%)	195 (100%)
3 - 4	10 (59%)	7 (41%)	17 (100%)
5 or more	45 (71%)	18 (29%)	63 (100%)

(Chi-Square = 38.62, $p < 0.01$, D.f. = 3)
 V.L. = Very Likely L. = Likely
 C. = Consultant

Appendix 9.9

Pupils' Preferred Jobs According to School, Stream and Social Class

(a) According to School

No. of Pupils	Social class of the jobs opted					Total No. of Pupils Responding
	1	2	3	4	5	
School Cloudview (%)	16 (14)	46 (40)	40 (35)	12 (10)	1 (1)	115 (100)
Brookside (%)	21 (11)	36 (20)	77 (41)	52 (28)	0 (0)	186 (100)

(Chi-Square = 24.19, $p < 0.01$, D.f. = 4)

(b) According to Stream (General)

No. of Pupils	Social class of the jobs opted					Total No. of Pupils Responding
	1	2	3	4	5	
Stream (General) Upper (%)	10 (16)	25 (41)	15 (25)	11 (18)	0 (0)	61 (100)
Lower (%)	27 (11)	57 (24)	102 (42.5)	53 (22)	1 (0.5)	240 (100)

(Chi-Square = 10.99, $p < 0.05$, D.f. = 4)

(c) According to Stream (Cloudview)

No. of Pupils	Social Class 1	Social Class 2	Social Class 3	Social Class 4	Social Class 5	Total No. of Pupils Responding
Upper	5	11	4	6	0	26
(%)	(19)	(42)	(16)	(23)	(0)	(100)
Lower	11	35	36	6	1	89
(%)	(12)	(39)	(41)	(7)	(1)	(100)

(Chi-Square = 9.80, p = Not Significant, D.f. = 4)

(d) According to Stream (Brookside)

No. of Pupils	Social Class 1	Social Class 2	Social Class 3	Social Class 4	Social Class 5	Total No. of Pupils Responding
Upper	5	14	11	5	0	35
(%)	(14)	(40)	(32)	(14)	(0)	(100)
Lower	16	22	66	47	0	151
(%)	(10)	(15)	(44)	(31)	(0)	(100)

(Chi-Square = 13.75, p < 0.01, D.f. = 4)

(e) According to Social Class

No. of Pupils	Social Class 1	Social Class 2	Social Class 3	Social Class 4	Social Class 5	Total No. of Pupils Responding
Social Class 1 & 2	10	27	12	5	0	54
(%)	(19)	(50)	(22)	(9)	(0)	(100)
3	3	9	31	4	0	47
(%)	(6)	(19)	(66)	(9)	(0)	(100)
4	20	38	64	48	0	170
(%)	(12)	(22)	(38)	(28)	(0)	(100)
5	3	8	8	6	1	26
(%)	(11)	(31)	(31)	(23)	(4)	(100)

(Chi-Square = 57.53, p < 0.01, D.f. = 12)

Note : 1 = R.G. Social Class I
 2 = R.G. Social Class II
 3 = R.G. Social Class III (Non-Manual)
 4 = R.G. Social Class III (Manual)
 5 = R.G. Social Class IV & V

Appendix 9.10

"Swearing at the teacher openly" as a reaction according to Stream (Cloudview)

Stream (Cloudview)	No. of Pupils As V.L./L.	Ranking it As Not L.	Total No. of Pupils Responding
Upper	8 (26%)	23 (74%)	31 (100%)
Lower	48 (46%)	57 (54%)	105 (100%)

(Chi-Square = 3.14, p = Not Significant, D.f. = 1)
 V.L. = Very Likely, L = Likely

Appendix 10.1

Choices of Group Members According to Social Class

No. of Choices	Middle Class						Working Class					
	IGC	ICT	OGC	OGT	NC	MV	IGC	IGT	OGC	OGT	NC	MV
<u>Cloudview</u>												
Exam. Revision	14	73	18	72	22	19	19	72	12	73	28	11
School Picnic	15	73	18	72	24	16	19	72	14	73	31	8
Birthday Party	13	73	15	72	20	25	15	72	13	73	30	14
<u>Brookside</u>												
Exam. Revision	2	55	20	173	22	11	92	173	6	55	61	14
School Picnic	3	55	20	173	21	11	95	173	1	55	56	21
Birthday Party	1	55	26	173	15	13	88	173	3	55	50	32

Whole Sample

Exam. Revision	16	128	38	245	44	30	111	245	18	128	89	25
School Picnic	18	128	38	245	45	27	114	245	15	128	87	29
Birthday Party	14	128	41	245	35	38	103	245	16	128	80	46

Notes : - IGC = Choice directed to in-group
 IGT = In-Group Total
 OGC = Choice directed to out-group
 OGT = Out-Group Total
 NC = Neutral Choice (Both classes included)
 MV = Missing Values

Appendix 10.2

Pupils' Choices of Group Members Based on Social Class of Choosees and According to School of Choosers

(a) For Examination Revision

<u>No. of Pupils Making the Choice</u> <u>School</u>	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Cloudview	46	58	44	148
(%)	(31)	(39)	(30)	(100)
Brookside	9	139	71	219
(%)	(4)	(64)	(32)	(100)

(Chi-Square = 69.80, p < 0.01, D.f. = 2)

(b) For School Picnic

<u>No. of Pupils Making the Choice</u> <u>School</u>	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Cloudview	49	33	48	130
(%)	(38)	(25)	(37)	(100)
Brookside	6	150	62	218
(%)	(3)	(69)	(28)	(100)

(Chi-Square = 93.96, p < 0.01, D.f. = 2)

(c) For Birthday Party

<u>No. of Pupils Making the Choice</u> School	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Cloudview	41	35	44	120
(%)	(34)	(29)	(37)	(100)
Brookside	10	149	47	206
(%)	(5)	(72)	(23)	(100)

(Chi-Square = 71.89, $p < 0.01$, D.f. = 2)

Appendix 10.3

Pupils' Choices of Group Members Based on Social Class of Choosees and According to Choosers' Own Social Class

(a) For Examination Revision

<u>No. of Pupils Making the Choice</u> Social Class	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Middle Class	29	46	32	107
(%)	(27)	(43)	(30)	(100)
Working Class	26	131	83	240
(%)	(11)	(54)	(35)	(100)

(Chi-Square = 14.80, $p < 0.01$, D.f. = 2)

(b) For School Picnic

<u>No. of Pupils Making the Choice</u> Social Class	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Middle Class	25	46	36	107
(%)	(23)	(43)	(34)	(100)
Working Class	30	137	74	241
(%)	(12)	(57)	(31)	(100)

(Chi-Square = 8.50, $p < 0.05$, D.f. = 2)

(c) For Birthday Party

<u>No. of Pupils Making the Choice</u> Social Class	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Middle Class	23 (%) (23)	49 (49)	28 (28)	100 (100)
Working Class	28 (%) (12)	135 (60)	63 (28)	226 (100)

(Chi-Square = 6.40, $p < 0.05$, D.f. = 2)

Appendix 10.4

Pupils' Choices of Group Members Based on Social Class of Choosees and According to Choosers' Stream

(a) For Examination Revision

(i) According to Stream (General)

<u>No. of Pupils Making the Choice</u> Stream (General)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	19 (%) (26)	27 (38)	26 (36)	72 (100)
Lower	36 (%) (13)	150 (55)	89 (32)	275 (100)

(Chi-Square = 9.86, $p < 0.01$, D.f. = 2)

(ii) According to Stream (Cloudview)

<u>No. of Pupils Making the Choice</u> Stream (Cloudview)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	19 (%) (59)	5 (16)	8 (25)	32 (100)
Lower	27 (%) (28)	32 (34)	36 (38)	95 (100)

(Chi-Square = 10.16, $p < 0.01$, D.f. = 2)

(iii) According to Stream (Brookside)

<u>No. of Pupils Making the Choice</u> Stream (Brookside)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	0 (%) (0)	22 (55)	18 (45)	40 (100)
Lower	9 (%) (5)	118 (66)	53 (29)	180 (100)

(Chi-Square = 5.03, p = Not Significant, D.f. = 2)

(b) For School Picnic

(i) According to Stream (General)

<u>No. of Pupils Making the Choice</u> Stream (General)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	20 (%) (28)	24 (33)	28 (39)	72 (100)
Lower	35 (%) (13)	159 (57)	82 (30)	276 (100)

(Chi-Square = 16.16, p < 0.01, D.f. = 2)

(ii) According to Stream (Cloudview)

<u>No. of Pupils Making the Choice</u> Stream (Cloudview)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	19 (%) (59)	5 (16)	8 (25)	32 (100)
Lower	30 (%) (31)	28 (29)	39 (40)	97 (100)

(Chi-Square = 8.30, p < 0.05, D.f. = 2)

(iii) According to Stream (Brookside)

<u>No. of Pupils Making the Choice</u> Stream (Brookside)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	1 (2)	19 (48)	20 (50)	40 (100)
Lower	5 (3)	131 (73)	43 (24)	179 (100)

(Chi-Square = 10.83, $p < 0.01$, D.f. = 2)

(c) For Birthday Party

(i) According to Stream (General)

<u>No. of Pupils Making the Choice</u> Stream (General)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	17 (25)	26 (38)	25 (37)	68 (100)
Lower	34 (13)	158 (61)	66 (26)	258 (100)

(Chi-Square = 12.64, $p < 0.01$, D.f. = 2)

(ii) According to Stream (Cloudview)

<u>No. of Pupils Making the Choice</u> Stream (Cloudview)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	14 (47)	4 (13)	12 (40)	30 (100)
Lower	27 (30)	31 (35)	31 (35)	89 (100)

(Chi-Square = 5.43, $p = \underline{\text{Not Significant}}$, D.f. = 2)

(iii) According to Stream (Brookside)

<u>No. of Pupils Making the Choice</u> Stream (Brookside)	Pattern of Choice			Total
	Middle Class Only	Working Class Only	Mixed Class	
Upper	3	22	13	38
(%)	(8)	(58)	(34)	(100)
Lower	7	127	35	169
(%)	(4)	(75)	(21)	(100)

(Chi-Square = 4.63, p = Not Significant, D.f. = 2)

Appendix 10.5

Pupils' Friendship Groupings based on Stream (as a group) of Choosees and According to School and Stream (as status) of Choosers

(1) According to School

(a) For Examination Revision

<u>No. of Pupils Making the Choice</u> School	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Cloudview	69	19	40	128
(%)	(54)	(15)	(31)	(100)
Brookside	84	46	90	220
(%)	(38)	(21)	(41)	(100)

(Chi-Square = 8.17, p < 0.05, D.f. = 2)

(b) For School Picnic

<u>No. of Pupils Making the Choice</u> School	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Cloudview	77	21	23	121
(%)	(64)	(17)	(19)	(100)
Brookside	89	62	69	220
(%)	(41)	(28)	(31)	(100)

(Chi-Square = 12.03, p < 0.01, D.f. = 2)

(c) For Birthday Party

<u>No. of Pupils Making the Choice School</u>	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Cloudview (%)	61 (51)	15 (12)	45 (37)	121 (100)
Brookside (%)	82 (39)	56 (26)	75 (35)	213 (100)

(Chi-Square = 9.65, $p < 0.01$, D.f. = 2)

(2) According to Stream

(a) For Examination Revision

(i) According to Stream (General)

<u>No. of Pupils Making the Choice Stream (General)</u>	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Upper (%)	45 (62)	7 (10)	20 (28)	72 (100)
Lower (%)	108 (39)	58 (21)	110 (40)	276 (100)

(Chi-Square = 13.22, $p < 0.01$, D.f. = 2)

(ii) According to Stream (Cloudview)

<u>No. of Pupils Making the Choice Stream (Cloudview)</u>	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Upper (%)	19 (59)	5 (16)	8 (25)	32 (100)
Lower (%)	50 (53)	14 (15)	31 (32)	95 (100)

(Chi-Square = 0.67, $p =$ Not Significant, D.f. = 2)

(iii) According to Stream (Brookside)

No. of Pupils Making the Choice Stream (Brookside)		Types of Choice			Total
		Same Stream	Other Stream	Mixed Stream	
Upper	(%)	26 (65)	2 (5)	12 (30)	40 (100)
Lower	(%)	58 (32)	44 (24)	79 (44)	181 (100)

(Chi-Square = 16.71, $p < 0.01$, D.f. = 2)

(b) For School Picnic

(i) According to Stream (General)

No. of Pupils Making the Choice Stream (General)		Types of Choice			Total
		Same Stream	Other Stream	Mixed Stream	
Upper	(%)	49 (68)	8 (11)	15 (21)	72 (100)
Lower	(%)	117 (42)	75 (27)	87 (31)	279 (100)

(Chi-Square = 16.39, $p < 0.01$, D.f. = 2)

(ii) According to Stream (Cloudview)

No. of Pupils Making the Choice Stream (Cloudview)		Types of Choice			Total
		Same Stream	Other Stream	Mixed Stream	
Upper	(%)	19 (59)	5 (16)	8 (25)	32 (100)
Lower	(%)	57 (58)	16 (16)	25 (26)	98 (100)

(Chi-Square = 0.02, $p = \text{Not Significant}$, D.f. = 2)

(iii) According to Stream (Brookside)

No. of Pupils Making the Choice	Types of Choices			Total
	Same Stream	Other Stream	Mixed Stream	
<u>Stream (Brookside)</u>				
Upper	30	3	7	40
(%)	(75)	(7)	(18)	(100)
Lower	60	59	62	181
(%)	(33)	(33)	(34)	(100)

(Chi-Square = 24.39, p < 0.01, D.f. = 2)

(c) For Birthday Party

(i) According to Stream (General)

No. of Pupils Making the Choice	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
<u>Stream (General)</u>				
Upper	42	7	20	69
(%)	(61)	(10)	(29)	(100)
Lower	101	64	100	265
(%)	(38)	(24)	(38)	(100)

(Chi-Square = 12.84, p < 0.01, D.f. = 2)

(ii) According to Stream (Cloudview)

No. of Pupils Making the Choice	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
<u>Stream (Cloudview)</u>				
Upper	15	4	11	30
(%)	(50)	(13)	(37)	(100)
Lower	45	11	34	90
(%)	(50)	(12)	(38)	(100)

(Chi-Square = 0.03, p = Not Significant, D.f. = 2)

(iii) According to Stream (Brookside)

<u>No. of Pupils Making the Choice</u> Stream (Brookside)	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Upper (%)	27 (69)	3 (8)	9 (23)	39 (100)
Lower (%)	56 (32)	53 (30)	66 (38)	175 (100)

(Chi-Square = 19.57, $p < 0.01$, D.f. = 2)

(3) According to Social Class

(a) For Examination Revision

<u>No. of Pupils Making the Choice</u> Social Class	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Middle Class (%)	56 (52)	16 (15)	36 (33)	108 (100)
Working Class (%)	97 (41)	49 (20)	94 (39)	240 (100)

(Chi-Square = 4.15, $p = \text{Not Significant}$, D.f. = 2)

(b) For School Picnic

<u>No. of Pupils Making the Choice</u> Social Class	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Middle Class (%)	53 (49)	19 (18)	36 (33)	108 (100)
Working Class (%)	113 (47)	64 (26)	66 (27)	243 (100)

(Chi-Square = 3.50, $p = \text{Not Significant}$, D.f. = 2)

(c) For Birthday Party

<u>No. of Pupils Making the Choice</u> Social Class	Types of Choice			Total
	Same Stream	Other Stream	Mixed Stream	
Middle Class (%)	49 (48)	14 (14)	39 (38)	102 (100)
Working Class (%)	94 (40)	57 (25)	81 (35)	232 (100)

(Chi-Square = 5.07, $p = \text{Not Significant}$, D.f. = 2)

Appendix 10.6

A Survey on the Result of F.3 First
Internal Assessment Examination 1982/83
(Brookside Technical)

Subject	Stream					
	1	2	3	4	5	6
Chinese	100	71	71	56	72	52
Physics & Chemistry	87	5	10	0	5	7
English	97	7	21	13	35	15
Technical Subjects	100	66	68	56	72	60
Mathematics	12	0	0	0	0	2
Social Studies	40	0	3	6	0	8
Chinese History	98	56	58	30	73	32
Total Percentages	(534)	(205)	(231)	(161)	(257)	(176)
Average Pass Rate (%)	76.3	29.3	33.0	23.0	36.7	25.1

Appendix 10.7

Number and Types of Sociometric
Choice According to Stream

Notes :-

IGC = Choices directed to in-group

IGT = In-Group Total

OGC = Choices directed to out-group

OGT = Out-Group Total

NC = Neutral Choices (More than one stream included)

MV = Missing Values

	IGC	IGT	OGC	OGT	NC	MV
<u>Cloudview</u>						
<u>Stream 1</u>						
Exam. Revision	19	35	5	110	7	4
School Picnic	19	35	5	110	4	3
Birthday Party	14	35	4	110	11	6
<u>Stream 2</u>						
Exam. Revision	23	37	5	108	6	3
School Picnic	20	37	5	108	7	5
Birthday Party	18	37	4	108	8	7
<u>Stream 3</u>						
Exam. Revision	14	36	7	109	7	8
School Picnic	20	36	7	109	5	4
Birthday Party	12	36	5	109	7	12

Stream 4

Exam. Revision	16	37	1	108	9	11
School Picnic	17	37	2	108	8	10
Birthday Party	14	37	0	108	9	14

Brookside

Stream 1

Exam. Revision	26	40	2	188	12	0
School Picnic	30	40	3	188	5	2
Birthday Party	28	40	2	188	7	3

Stream 2

Exam. Revision	17	38	9	190	11	1
School Picnic	13	38	11	190	7	7
Birthday Party	10	38	10	190	8	10

Stream 3

Exam. Revision	12	38	6	190	14	6
School Picnic	8	38	8	190	12	10
Birthday Party	11	38	7	190	8	12

Stream 4

Exam. Revision	15	37	3	191	12	7
School Picnic	15	37	8	191	11	3
Birthday Party	16	37	5	191	11	5

Stream 5

Exam. Revision	10	37	11	191	12	4
School Picnic	15	37	11	191	7	4
Birthday Party	14	37	11	191	8	4

Stream 6

Exam. Revision	5	38	7	190	20	6
School Picnic	9	38	9	190	14	6
Birthday Party	7	38	8	190	14	9

Appendix 10.8

Form Teachers' Comments and Assessments on
the Selected "Stars"

The teachers' comments and assessments are shown below :-

Notes :-

- A = Academic Performance
- D = Diligence
- I = Intelligence
- Dis = Discipline
- Co = Courtesy

"Stars"	Total No. of Votes Received	Teachers' Assessments						Teachers' Comments
		A	D	I	Dis	Co	Total	
<u>Cloudview</u>								
<u>Stream 1</u>								
No. 15	14	4	4	3	4	4	19	Cooperative and reliable, a good student with good potential.
<u>Stream 2</u>								
No. 2	17	4	4	3	3	3	17	Polite, shy, immature, should learn to be more open.
No. 23	23	4	4	3	4	4	19	A steady learner, polite, a good student.
No. 22	14	3	4	3	4	4	18	Mature, polite, industrious, a good learner.
<u>Stream 3</u>								
No. 12	14	4	4	5	5	5	23	Very self-disciplined.
<u>Stream 4</u>								
No. 14	16	5	4	4	4	4	21	Good nature and good academic performance.
<u>Brookside</u>								
<u>Stream 1</u>								
No. 29	15	5	5	4	5	5	24	Consistent Responsible Trustworthy.
No. 19	17	5	5	4	5	5	24	
No. 5	18	4	4	4	4	4	20	
<u>Stream 2</u>								
No. 35	15	4	3	3	2	2	14	Always causing disturbance in class.

No. 18	15	3	3	3	1	2	12	Very talkative in class, always changing seats without permission.
Stream 3	(No qualified "stars")							
Stream 4	(No qualified "stars")							
No. 12	15	2	2	2	1	3	10	Not working to capacity
No. 4	15	3	2	3	2	2	12	Naughty, working only when under pressure.
Stream 5	(No qualified "stars")							
No. 6	15	3	2	3	3	3	14	Helpful at home
No. 27	24	2	2	2	2	2	10	Bad-tempered.
Stream 6	(No qualified "stars")							

Appendix 11.1

Interviewing Script (1)
- the Classroom Interview

Note : In the following script, R was the researcher, P was the pupil and P(1), P(2), P(3) etc. were pupils speaking at different times.

(1) Cloudview Grammar

(a) Stream 1

- R : Is there anything that you would like the school to do for you in addition to what have already been done?
- P(1) : To expand the curriculum.
- R : Why?
- P(1) : For example, we don't have Computer Science.
- P(2) : And we don't have sex education.
- R : Do you think that the Religious and Social Training covers quite a wide area of studies?
- P(3) : But that is not practical.
- Chorus : Yes.
- R : Why do you think that it is not practical?
- P(4) : It won't help us in our further studies.

(b) Stream 2

- R : Is there anything that you would like the school to improve?
- P(4) : More subjects for option.
- R : Any special subjects in mind?
- P(1) : Computer Science.
- P(2) : Foreign Languages.
- P(3) : Such as French.
- R : Why do you need these subjects?
- P(4) : For further studies.

(c) Stream 3

- R : Is there any suggestion you would like to make to the school?
- P(1) : More counselling and guidance for study abroad.
- P(2) : More chances to develop pupils' potential.
- R : Why are these important?
- P(3) : They affect our future.
- P(2) : They affect the type of testimonial that we shall get when we leave school.

(d) Stream 4

- R : How is life in school?
(.....)
- R : Any problems?
- : Yes. (From a small group sitting near to the teacher's desk.)
- R : Could you give some examples?
- P(1) : Growing up, taking up more and more responsibilities day after day.
- P(2) : Getting a subsidised place in Form 4 next year.
- P(3) : I think I'll go to a private school.
- P(2) : That will mean more than double the cost in a subsidised school.
- R : How about the school subjects?

- P(4) : Boring.
R : Why?
P(5) : We don't have Computer Science.
P(6) : We waste quite a lot of time on that Religious and Social Training.

(2) Brookside Technical

(a) Stream 1

- R : Is there anything that you would like the school to do for you?
P(1) : More extra-curricular activities.
P(2) : Agree.
R : How about those already in operation?
Are there still not enough?
P(3) : They are not interesting enough.
P(4) : I prefer those in the Youth Centre near home.

- R : I gather you are a class of very hardworking pupils. Any ambition for the future?
P(5) : To be successful.
P(6) : To learn a trade whenever there is a chance.
P(7) : To have higher education whenever there is a chance.

(b) Streams 2,3 & 5

- Note : Boys in these streams were not active in the discussion. The information obtained was not sufficient enough for systematic analysis. However, the strong desire of having Computer Science in school and of acquiring higher education was also felt.

(c) Stream 4

- Note : This was the only class of the whole sample that did not mention anything on Computer Science.
R : Is there anything that you would like the school to do?
P(1) : More extra-curricular activities.
P(2) : More student counselling.

- P(3) : To teach us how to make friends with the girls over there. (Pointing to the Girls' Section and followed by laughter from classmates.)
- R : How about school subjects?
- P(4) : Boring.
- R : Why?
- P(5) : Some teachers are not very good.
- : Sh....Sh.....
(From somebody at the far end of the classroom.)
- P(4) : I meant some of them talked too much about themselves in their younger days.

(d) Stream 6

- R : How is school life here?
- P(1) : Nothing exciting.
- P(2) : Just coming in and going out everyday.
Too many regulations.
- P(1) : The school does not seem to understand us.
- P(3) : Some teachers are not qualified.
- R : They are all qualified teachers. This is a subsidised school.
- P(3) : But we don't understand them.
- R : Is it so? (To the whole class)
(.....)

Appendix 11.2

An Introduction of the Interviewees

"Yuen", aged 14, was the son of a hawker living in a residential area built before the 1950's (Area 1). He was nicknamed "egg" meaning "bastard" because he was said to be causing nuisance in the class all the time. There were five children in his family.

"Luke", aged 15, was the son of a clerk living in a similar area as Yuen's. He was from a family with 9 children. He was given a nick-name "deer" partly because "Luke" sounds similar to "deer" in Chinese but mainly because he was said to be the fastest runner from problems of all kinds.

"Kin", aged 14, was the son of a manager of a printing company. He was from a family with 4 children. He lived in a similar area as the two above.

"Hung", aged 13, was the son of a driver. He was from a family with 6 children. He lived in a similar area as the above three.

(All the four pupils above were from Stream 2 of Cloudview.)

"Sing", aged 14, was the son of the owner of a garment factory. He also lived in Area 1 and was from a family with 3 children. His elder brother was doing A level in Liverpool and he would come to England to join his brother after completing Form 5. He was in Stream 1. He was quite an active pupil. He was the school prefect, the president of the stamp collecting club and the assistant editor of the students' newspaper of the school.

"Lun", aged 16, was the son of the owner of a building and construction company. He lived in a commercial centre (Area 6). There were two children in his family. His parents were planning to send him to study abroad but they had not decided when and where. Lun was in Stream 3.

Appendix 11.3

Interviewing Script (2) - the Follow-Up Interview

- Note : In the following script, R is the researcher, and the other names were pupils attending the interview. At the time when the research was undertaken, a number of money bags collected during a Flag Day were found missing. More than thirty boys of the third year were said to be involved. The issue was also brought up during the interview for discussion.
- R : How is life in this school?
- Kin : Not too bad. We have proper school building, a playground and a school hall.
- Sing : But I find it too small, even smaller than my primary school.
(His primary school was one of the well-established primary schools founded before the War. As land was not that previous in those days, the school was very spacious.)
- Yuen : But I find the ethos of the school the most important.
- R : What do you mean by the "ethos of the school"?
- Yuen : I mean what we can learn in school, what we can or cannot do - I mean the types of restriction and regulations, and whether we can have fun with our teachers, sometimes, at least.
- R : And what do you think about the ethos of this school?

- Yuen : (.....)
- R : Are you getting along well with the teachers?
- Lun : Generally not too bad except
- Yuen : (With giggles)
Walking in the rain!
- R : Could you tell me what this is about?
- Yuen : Well
- R : It is confidential. I just feel interested.
- Kin : Some time ago, we had a lesson with Mr. King on "A Visit to Ngau Yeung Tower". It was drizzling. He took us all down to the playground for a walk in order to share the experience of the poet.
- R : Did you enjoy the walk then?
- Hung : I didn't think it was the right time.
- Yuen : It could be good if that was the last period. We might be the first group to leave school.
- Sing : He taught us as well. But he did not take us out for that lesson. It was a sunny day. He is a good teacher, quite fatherly.
- Lun : We don't have classes with Mr. King. But I find that walk similar to the stories that some of our teachers told us about their "glories" in their younger days. Not practical stuff. Boring.
- R : What do you usually do when you can't agree with your teachers?
- Luke : Nothing. But keep quiet.
- Yuen : Day dreaming.
- R : Is that all?
- Chorus : Mm.....
-
- R : Do you feel the generation gap with your parents?
- Luke : We try to tolerate each other.
- Kin : I think that the gap becomes less wide if parents can provide children with the necessary materialistic comforts.
- Sing : But it is not big cars and large houses that we want. My parents have business dinners almost every day. The 26" colour television set is the

only friend in the big house. I do not know what that gap really means because I do not have enough talks with my parents.

R : How about the future? Any ambition?

Note : Both Sing and Kin wanted to be medical doctors, Hung, a pharmacist and Lun an engineer. Luke wanted to be a clerk but Yuen had not yet decided.

R : Yuen, what are the criteria that you would use to choose a job then?

Yuen : High pay and long vacation.

Chorus : Wah.....

R : I guess the same reasons are true for people who choose to be doctors, pharmacists or engineers.

- : (.....)

R : But I think that these are very popular jobs. I figure you may have to face very tough competition.

Almost : All good things must pay.

Chorus

R : How about Luke? What inspires you to want to be a clerk?

Luke : First of all, I don't think I belong to the academic type. Besides, I want an easy life. Why bother to go through all those fights and struggles. And after all, the life of a clerk is easy and simple. My father is able to support all of us by being a clerk. But we are a happy family. (There were 9 children in his family.)

R : Are you worried about the future of Hong Kong?

Sing : Not really. If we want we may just leave.

Luke : The change may mean good. It may narrow the gap between the rich and the poor, which is increasingly widening.

Hung : A new Government may have new policy to halt the increasing crime rate.

R : Talking about crimes, would you like to talk about the Flag Day money?

Yuen : Why not?

- R : All agree?
 - (.....)
 R : Would you have any special feeling towards your friends involved in the theft?
 Kin : Why? Not at all. I don't think they have caused any damage.

Appendix 11.4

Evaluation on the School, the Family
 Own Self, the Society and the Government
 By the Follow-Up Interviewing Group

<u>Score</u>	Subject									Total	No. of Items	Mean Score
	1	2	3	4	5	6	7	8	9			
Pupil												
"Yuen"	10	9	15	3	9	3	(2)	13	12	76	26	2.9
"Luke"	7	7	5	3	6	4	3	9	11	55	27	2.0
"Kin"	4	4	8	6	8	(4)	6	(5)	(5)	50	24	2.1
"Hung"	5	6	10	(4)	6	6	8	9	(5)	59	25	2.4
"Sing"	11	5	4	4	3	(4)	6	8	8	53	26	2.0
"Lun"	9	10	9	4	9	6	4	12	9	72	27	2.7
Total	46	41	51	24	41	27	29	56	50	365	155	14.1
No. of Items	18	18	18	17	18	16	17	17	16	-	155	-
Mean Score	2.6	2.3	2.8	1.4	2.3	1.7	1.7	3.3	3.1	-	-	2.35

- Notes : -
- 1 = School
 - 2 = Teacher
 - 3 = Self as Pupil
 - 4 = the best job
 - 5 = the best subject
 - 6 = self as Friend
 - 7 = Family
 - 8 = Hong Kong Society
 - 9 = Hong Kong Government

() = Only 2 criteria instead of 3 were given
 Score = Sum of total scores on 5-point scale with Point 1 being the highest and Point 5, the lowest.

Appendix 11.5

Mean Behavioural Frequencies per Target Pupil per Minute observed

<u>Frequencies Variable</u>	<u>Observed Behaviours</u>				
	<u>Chatting</u>	<u>Asking Question</u>	<u>Answering Question</u>	<u>Calling Out</u>	<u>Distractive Behaviours</u>
<u>Cloudview Grammar</u>					
Upper Stream	3.1	0.4	2.0	0.2	1.5
Lower Stream	4.1	0.2	1.3	0.4	2.0
<u>Upper Stream</u>					
Middle Class	4.4	0.6	3.0	0.4	1.4
Working Class	1.7	0.1	0.9	0.0	1.5
<u>Lower Stream</u>					
Middle Class	4.1	0.2	1.2	0.1	0.7
Working Class	4.1	0.2	1.4	0.6	1.6
<u>Upper Stream</u>					
Zone 1	2.6	0.1	1.2	0.0	0.6
Zone 2	3.9	0.2	1.6	0.4	1.7
Zone 3	2.6	0.9	1.2	0.5	2.1
<u>Lower Stream</u>					
Zone 1	5.2	0.3	0.9	0.2	1.4
Zone 2	5.4	0.2	2.1	0.9	1.5
Zone 3	1.8	0.1	1.0	0.0	0.7
<u>Upper Stream</u>					
Chinese	2.6	0.2	1.7	0.0	1.5
English	3.2	0.0	1.0	0.0	0.7
Mathematics	3.3	0.9	1.2	0.8	2.1
<u>Lower Stream</u>					
Chinese	3.6	0.1	1.1	0.8	0.6
English	4.9	0.3	2.2	0.0	0.8
Mathematics	3.9	0.3	0.7	0.3	2.0
<u>Brookside Technical</u>					
Upper Stream	3.6	0.1	2.1	0.0	2.3
Lower Stream	2.8	0.5	0.5	0.6	3.8
<u>Upper Stream</u>					
Middle Class	4.9	0.1	1.8	0.0	3.3
Working Class	2.3	0.0	2.4	0.0	1.3
<u>Lower Stream</u>					
Middle Class	3.3	0.1	0.7	0.6	3.7
Working Class	2.3	0.0	0.2	0.5	3.8
<u>Upper Stream</u>					
Zone 1	1.5	0.0	2.4	0.0	2.0
Zone 2	8.2	0.0	3.5	0.0	2.2
Zone 3	2.5	0.1	2.1	0.0	2.8

<u>Lower Stream</u>					
Zone 1	3.2	0.1	0.8	0.8	7.1
Zone 2	4.6	0.0	0.3	0.4	2.9
Zone 3	0.7	0.0	0.5	0.2	1.4
<u>Upper Stream</u>					
Chinese	3.1	0.0	0.6	0.0	3.3
English	4.6	0.0	5.6	0.0	2.0
Mathematics	3.2	0.1	0.4	0.0	1.6
<u>Lower Stream</u>					
Chinese	4.5	0.1	0.7	1.3	3.7
English	1.3	0.0	0.5	0.0	3.6
Mathematics	2.8	0.0	0.1	0.0	4.0

Appendix 11.6

Pupils' Deviant Behaviours (Mean Score per Minute) According to School (N = 24)

School	Mean	Standard Deviation	T-Value	D.f.
Cloudview	5.3	2.9	-1.14	22
Brookside	7.1	4.5		

(T-Value insignificant at 0.05 level)

Appendix 11.7

Pupils' Conforming Behaviours (Mean Score per Minute) According to School (N = 24)

School	Mean	Standard Deviation	T-Value	D.f.
Cloudview	1.4	0.8	-1.1	22
Brookside	2.0	1.7		

(T-Value insignificant at 0.05 level)

Appendix 11.8

Pupils' Deviant Behaviours (Mean Score per Minute) According to Social Class (N = 24)

	Mean	Standard Deviation	T-Value	D.f.
Social Class				
Middle Class	7.4	3.7	1.6	22
Working Class	5.0	3.8		

(T-Value insignificant at 0.05 level)

Appendix 11.9

Pupils' Conforming Behaviours (Mean Score per Minute) According to Social Class (N = 24)

	Mean	Standard deviation	T-Value	D.f.
Social Class				
Middle Class	1.9	1.1	0.7	22
Working Class	1.5	1.6		

(T-Value insignificant at 0.05 level)

Appendix 11.10

Behavioural Data and Teachers' Assessments on Target Pupils

(A) Behavioural Data

Note :-

- Behaviours Observed
 1 = Chatting with others
 2 = Raising hand to ask questions
 3 = Raising hand to answer questions
 4 = Calling out in the classroom
 5 = Distractive behaviours

Target Pupil	Social Class	Cl/Rm Zone	Mean Behavioural Frequencies (per min.)					Attentiveness (Mean)
			(1)	(2)	(3)	(4)	(5)	

(a) Cloudview Grammar - Upper Stream

1	1	1	(C)	3.7	0.3	1.0	0.0	0.3	2
			(E)	5.0	0.0	3.0	0.0	0.0	2
			(M)	5.3	0.0	1.0	0.0	2.0	2
2	2	1	(C)	0.3	0.0	0.3	0.0	0.0	2
			(E)	2.0	0.0	2.0	0.0	0.0	2
			(M)	0.3	0.0	0.3	0.0	0.3	2

3	1	2	(C)	1.7	0.0	0.3	0.0	1.0	2
			(E)	5.0	0.0	3.0	0.0	2.0	2
			(M)	3.3	0.0	0.7	0.3	1.3	2
4	2	2	(C)	2.7	0.0	2.0	0.0	1.0	2
			(E)	3.0	0.0	2.0	0.0	2.0	2
			(M)	4.7	0.7	1.3	1.3	1.3	2
5	1	3	(C)	1.3	0.7	2.7	0.0	1.3	2
			(E)	16.0	0.0	0.0	0.0	0.0	2
			(M)	2.3	3.0	2.0	2.0	1.3	2
6	2	3	(C)	0.0	0.0	0.0	0.0	2.0	3
			(E)	0.0	0.0	0.0	0.0	1.7	2
			(M)	0.3	0.0	0.0	0.0	3.0	2

(b) Cloudview Grammar - Lower Stream

7	1	1	(C)	3.3	0.0	1.3	0.7	0.3	2
			(E)	8.0	1.0	3.0	0.0	4.0	2
			(M)	4.7	1.0	0.0	0.0	2.0	2
8	2	1	(C)	2.0	0.0	0.3	0.3	0.7	2
			(E)	8.0	0.0	0.0	0.0	1.0	2
			(M)	5.3	0.3	0.7	0.0	2.0	2
9	1	2	(C)	5.7	0.0	2.7	0.7	0.0	2
			(E)	10.0	0.0	0.0	0.0	2.0	2
			(M)	3.3	0.0	0.7	0.0	0.0	2
10	2	2	(C)	8.0	0.0	0.7	3.3	2.0	3
			(E)	7.0	1.0	2.7	0.0	1.3	2
			(M)	4.3	0.3	1.7	1.7	5.0	2
11	1	3	(C)	2.7	0.0	1.0	0.0	0.7	2
			(E)	2.0	0.0	2.0	0.0	0.0	2
			(M)	3.3	0.3	0.7	0.0	1.0	2
12	2	3	(C)	2.3	0.3	0.7	0.0	0.3	2
			(E)	1.0	0.0	2.0	0.0	1.0	2
			(M)	0.0	0.0	0.3	0.0	1.3	2

(c) Brookside Technical - Upper Stream

13	1	1	(C)	2.0	0.0	1.0	0.0	3.7	3
			(E)	1.0	0.0	1.0	0.0	3.0	4
			(M)	3.0	0.0	0.0	0.0	3.0	3
14	2	1	(C)	2.3	0.0	1.3	0.0	2.3	4
			(E)	0.5	0.0	15.5	0.0	1.5	4
			(M)	1.7	0.0	1.0	0.0	1.0	4
15	1	2	(C)	5.3	0.0	0.0	0.0	4.7	3
			(E)	15.5	0.0	8.0	0.0	4.5	3
			(M)	7.7	0.0	0.3	0.0	1.3	3
16	2	2	(C)	5.3	0.0	0.3	0.0	1.7	4
			(E)	11.5	0.0	7.0	0.0	2.0	4
			(M)	4.3	0.0	0.0	0.0	1.3	4

17	1	3	(C)	4.0	0.0	0.3	0.0	4.7	3
			(E)	9.5	0.0	10.5	0.0	5.5	3
			(M)	5.0	1.0	1.3	0.0	5.3	3
18	2	3	(C)	0.0	0.0	0.7	0.0	2.7	3
			(E)	0.5	0.0	5.5	0.0	0.5	4
			(M)	0.0	0.0	0.0	0.0	0.5	4
(d) <u>Brookside Technical - Lower Stream</u>									
19	1	1	(C)	2.7	0.7	2.7	2.7	4.7	3
			(E)	1.5	0.0	1.5	0.0	5.3	4
			(M)	2.7	0.0	0.0	0.0	4.0	3
20	2	1	(C)	5.3	0.0	0.0	1.7	0.7	2
			(E)	0.0	0.0	0.5	0.0	12.0	3
			(M)	5.3	0.0	0.0	0.0	11.0	2
21	1	2	(C)	10.0	0.0	0.7	2.0	4.0	3
			(E)	5.0	0.0	0.0	0.0	6.5	3
			(M)	6.3	0.0	0.0	0.0	6.0	4
22	2	2	(C)	2.0	0.0	0.0	0.0	2.0	4
			(E)	4.5	0.0	1.5	0.0	0.5	4
			(M)	1.3	0.0	1.3	0.0	3.3	4
23	1	3	(C)	1.7	0.0	1.7	0.0	1.3	4
			(E)	0.0	0.0	0.0	0.0	2.3	3
			(M)	0.0	0.0	0.0	0.0	0.7	4
24	2	3	(C)	1.7	0.0	0.0	1.0	1.7	4
			(E)	0.0	0.0	0.5	0.0	0.5	3
			(M)	1.0	0.0	0.0	0.0	1.3	4

(B) Teachers' Assessments

Note :-

1 = Academic achievement

2 = Diligence

3 = Intelligence

4 = Discipline

5 = Courtesy

(a) Cloudview Grammar - Upper Stream

Target Pupil	Social Class	Cl/Rm Zone	Teachers' Assessments					Total	Teachers' Remarks	
			(1)	(2)	(3)	(4)	(5)			
1	1	1	(C)	3	4	3	4	4	18	Very helpful. Friendly, pleasant, keen to serve. Friendly, not a strong character.
			(E)	5	5	4	5	5	24	
			(M)	3	4	3	5	4	19	
2	2	1	(C)	5	5	4	5	5	24	Sensible, quiet, active at the right time. Quiet, friendly, hardworking, honest. Quiet, passive.
			(E)	5	5	4	5	5	24	
			(M)	5	5	5	5	4	24	
3	1	2	(C)	3	3	4	4	3	17	Quiet, poor academic work. Friendly, popular, willing to learn. Mature, sensible, co-operative.
			(E)	4	4	4	4	5	21	
			(M)	3	4	4	5	4	20	
4	2	2	(C)	3	3	4	3	3	16	Room for improvement, parents' co-operation needed. Slightly rebellious, inattentive, poor academic results.
			(E)	3	3	4	2	2	14	
			(M)	3	2	4	2	2	13	
5	1	3	(C)	4	4	4	4	4	20	Crazy sometimes, always talking to himself. Intelligent but abusing the intelligence. Weak in Science Subjects. Rhetoric, intelligent active, stubborn and arrogant.
			(E)	3	3	3	4	4	17	
			(M)	4	3	4	2	2	15	
6	2	3	(C)	2	2	3	3	2	12	Not yet tried his best.

(E)	4	4	3	4	4	19	Alert, steady, co-operative, reliable.
(M)	2	2	3	3	3	13	Rather reserved, attentive.

(b) Cloudview Grammar - Lower Stream

7	1	1	(C)	3	4	3	4	4	18	Self-disciplined inattentive
			(E)	2	3	3	4	4	16	Childish, active. willing to learn.
			(M)	1	1	2	1	1	6	Slow learner, not industrious enough.
8	2	1	(C)	3	4	4	5	4	20	Quiet, hardworking.
			(E)	2	3	3	4	4	16	Humourous, poor academic results.
			(M)	2	2	2	2	1	9	A good learner.
9	1	2	(C)	3	4	3	4	4	18	Hardworking.
			(E)	3	4	4	4	4	19	Quiet, courteous and artistic.
			(M)	2	2	2	2	2	10	Quiet, polite & industrious.
10	2	2	(C)	3	4	4	5	5	21	Reliable, but not industrious.
			(E)	1	2	4	3	3	13	Talkative, active, inattentive.
			(M)	1	1	2	1	1	6	Meddlesome, lazy.
11	1	3	(C)	3	4	3	4	5	19	Submissive, obedient.
			(E)	1	4	3	4	4	16	A weak character.
			(M)	2	2	1	2	2	9	Quiet & polite.
12	2	3	(C)	3	3	3	4	4	17	Not good at expressing himself.
			(E)	1	2	2	4	4	13	Quiet but self-isolated.
			(M)	1	1	1	2	2	7	Quiet but a slow learner.

(c) Brookside Technical - Upper Stream

13	1	1	(C)	2	3	2	3	3	13	Witty, active, not hardworking.
			(E)	3	3	3	4	4	17	Well-behaved.
			(M)	4	4	3	4	4	19	Obedient, willing to learn.

14	2	1	(C) 2	3	2	4	4	15	Nervous sometimes, not very healthy.
			(E) 4	5	4	5	5	23	Polite, co-operative, hardworking.
			(M) 4	4	3	4	4	19	Too quiet.
15	1	2	(C) 2	2	2	1	1	8	Lazy, stubborn, impolite, impatient & cunning sometimes.
			(E) 3	3	4	3	2	15	Impolite, talkative, inattentive.
			(M) 4	3	4	3	2	16	Habitually dishonest, talkative.
16	2	2	(C) 2	2	2	3	3	12	Not attentive.
			(E) 3	4	3	4	4	18	Active, witty, co-operative.
			(M) 3	3	3	4	4	17	Not working to capacity.
17	1	3	(C) 2	2	2	2	2	10	Stubborn, not willing to accept advice.
			(E) 3	3	3	4	3	16	Talkative, inattentive.
			(M) 4	4	3	4	3	18	Too active.
18	2	3	(C) 3	3	3	4	4	17	Seldom speaks, self-isolated.
			(E) 3	4	3	4	4	18	Polite, co-operative & hardworking.
			(M) 3	4	3	4	4	18	Making progress in learning.

(d) Brookside Technical - Lower Stream

19	1	1	(C) 1	1	3	2	2	9	Very ambitious, active.
			(E) 1	1	3	1	1	7	Very careless.
			(M) 1	1	2	1	2	7	Talkative, inattentive.
20	2	1	(C) 1	1	1	1	1	5	Talkative, always bully the others.
			(E) 1	1	1	3	3	9	Not willing to learn.
			(M) 1	1	1	2	2	7	Lazy & inattentive.
21	1	2	(C) 1	1	2	1	1	6	Not very honest.
			(E) 1	1	3	2	2	9	Negative influence on others.
			(M) 1	1	2	1	1	6	Antagonistic, causing troubles, talkative.

22	2	2	(C)	3	3	3	3	3	15	Active, acquisitive.
			(E)	3	2	2	3	3	13	Lacking self-confidence.
23	1	3	(M)	3	4	2	4	3	16	Quiet.
			(C)	3	3	2	3	3	14	Quiet, hardworking.
			(E)	2	3	2	4	4	15	Low learning capacity, serious about homework.
24	2	3	(M)	4	4	3	4	4	19	Quiet & attentive.
			(C)	1	1	2	1	1	6	Active & attentive.
			(E)	2	2	2	3	3	12	Inattentive
			(M)	1	1	2	2	2	8	Lazy & inattentive.

Appendix 11.11

Pupils' Classroom Behaviours According to the "Gravity" Model (N = 24)

Note : Unless indicated, all t-values are insignificant at 0.05 level.

Classroom Zone 1 = Action Zone
 Classroom Zone 2 = Sub-Action Zone
 Classroom Zone 3 = Peripheral Zone

(a) Deviant Behaviours

Classroom Zone	Mean	Standard Deviation	T-Value	D.f.
1	4.1	3.6	1.1	14
3	6.0	3.3		
2	8.5	3.6	-1.4	14
3	6.0	3.3		
1	4.1	3.6	2.4	14
2	8.5	3.6		

(T-Value significant at 0.05 level)

(b) Conforming Behaviours

Classroom Zone	Mean	Standard Deviation	T-Value	D.f.
1	1.6	1.5	0.2	14
3	1.7	1.8		
2	1.7	0.7	-0.2	14
3	1.9	1.8		

1	1.6	1.5	0.6	14
2	1.9	0.7		

Appendix 11.12

Pupils' Classroom Interaction in Cloudview (N=12)

Note : All t-values are insignificant at 0.05 level.

(a) According to Stream

(i) Deviant Behaviours

Stream	Mean	Standard Deviation	T-Value	D.f.
Upper	4.4	2.5	-1.1	10
Lower	6.2	3.2		

(ii) Conforming Behaviours

Stream	Mean	Standard Deviation	T-Value	D.f.
Upper	1.5	1.0	0.24	10
Lower	1.4	0.7		

(b) According to Social Class

(i) Deviant Behaviours

Stream	Mean	Standard Deviation	T-Value	D.f.
Upper	6.0	1.9	0.8	10
Lower	4.7	3.7		

(ii) Conforming Behaviours

Social Class	Mean	Standard Deviation	T-Value	D.f.
Middle Class	1.7	0.6	1.5	10
Working Class	1.1	0.8		

(c) According to Classroom Zone

(i) Deviant Behaviours

Classroom Zone	Mean	Standard Deviation	T-Value	D.f.
1	3.9	2.8	1.6	6
2	7.1	2.8		

1	4.0	2.8	0.5	6
3	5.0	2.9		
2	7.1	2.8	-1.1	6
3	5.0	2.9		

(ii) Conforming Behaviours

1	1.3	1.1	0.5	6
2	1.6	0.5		
1	1.3	1.1	0.0	6
3	1.3	0.8		
2	1.6	0.5	-0.7	6
3	1.3	0.8		

Appendix 11.13

Pupils' Classroom Interaction in Brookside (N=12)

Note : Unless indicated, all t-values are insignificant at 0.05 level.

(a) According to stream

(i) Deviant Behaviours

Stream	Mean	Standard Deviation	T-Value	D.f.
Upper	7.1	4.6	0.04	10
Lower	7.0	4.9		

(ii) Conforming Behaviours

Stream	Mean	Standard Deviation	T-Value	D.f.
Upper	3.0	1.8	2.5	10
Lower	1.0	0.8		

(T-Value is significant at 0.05 level)

(b) According to Social Class

(i) Deviant Behaviours

Social Class	Mean	Standard Deviation	T-Value	D.f.
Middle Class	8.8	4.6	1.4	10
Working Class	5.4	4.1		

(ii) Conforming Behaviours

Social Class	Mean	Standard Deviation	T-Value	D.f.
Middle Class	2.1	1.4	0.1	10
Working Class	2.0	2.1		

(c) According to Classroom Zone

(i) Deviant Behaviours

Classroom Zone	Mean	Standard Deviation	T-Value	D.f.
1	4.3	4.8	1.8	6
2	9.9	4.2		
1	4.3	4.8	0.9	6
3	7.1	3.8		
2	9.9	4.2	-1.0	6
3	7.1	3.8		

(ii) Conforming Behaviours

1	1.8	1.9	0.3	6
2	2.1	0.9		
1	1.8	1.9	0.2	6
3	2.1	2.6		
2	2.1	0.8	-0.0	6
3	2.1	2.6		

Appendix 12.1

Parents' Monthly Income (H.K.\$)
According to Social Class

<u>Income</u>	<2,000	2,001-5,000	5,001-8,000	8,001-10,000	>10,000	Total
So.Cl. 1	7	21	8	6	6	48
(%)	(15)	(44)	(17)	(12)	(12)	(100)
So.Cl. 2	1	21	13	2	4	41
(%)	(2)	(51)	(32)	(5)	(10)	(100)
So.Cl. 3	33	102	22	5	3	165
(%)	(20)	(62)	(13)	(3)	(2)	(100)

(Chi-Square = 32.18, p < 0.01, D.f. = 8)

Appendix 12.2

Parents' Age of Completing Full-Time Education According to Social Class

<u>Age</u>		16 or under	17 - 18	Over 18	Total
<u>No. of Parents</u>					
So.Cl. 1	(%)	20 (41)	21 (43)	8 (16)	49 (100)
So.Cl. 2	(%)	9 (22)	24 (59)	8 (19)	41 (100)
So.Cl. 3	(%)	90 (55)	55 (34)	18 (11)	163 (100)

(Chi-Square = 15.60, $p < 0.01$, D.f. = 4)

Appendix 12.3

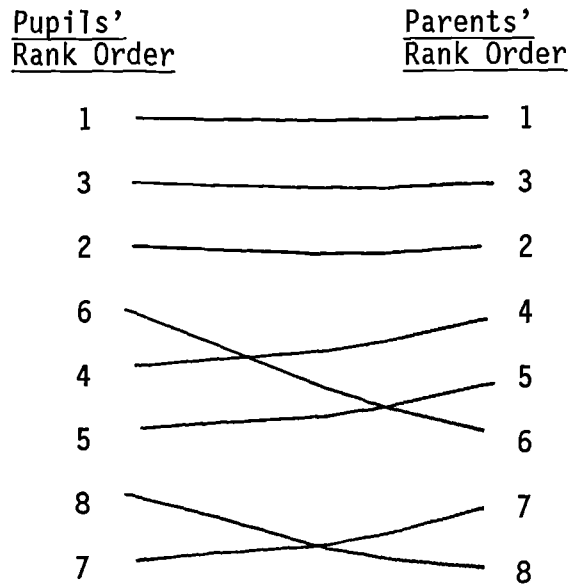
Parents' Educational Level According to Social Class

<u>Level</u>		Primary	Secondary	Post-Secondary	Total
<u>No. of Parents</u>					
So.Cl. 1	(%)	17 (38)	21 (47)	7 (15)	45 (100)
So.Cl. 2	(%)	7 (18)	24 (62)	8 (20)	39 (100)
So.Cl. 3	(%)	91 (60)	52 (34)	9 (6)	152 (100)

(Chi-Square = 26.70, $p < 0.01$, D.f. = 4)

Appendix 12.4

Comparison Between Views of Pupils and Parents on the Importance of School Subjects



Note :-

- | | |
|----------------------|-----------------------------|
| 1 = English | 5 = Social Science Subjects |
| 2 = Chinese | 6 = Technical Subjects |
| 3 = Mathematics | 7 = Music, Art and Craft |
| 4 = Science Subjects | 8 = Physical Education |

Appendix 12.5

Parents' Views on Parent-Teacher Contact
According to Stream (Cloudview)

Stream (Cloudview)	No. of Parents Reporting it		No. of Parents Responding
	As Enough	As Not Enough	
Upper	10 (44%)	13 (56%)	23 (100%)
Lower	34 (45%)	42 (55%)	76 (100%)

(Chi-Square = 0.00, p = Not Significant, D.f. = 1)

Appendix 12.6

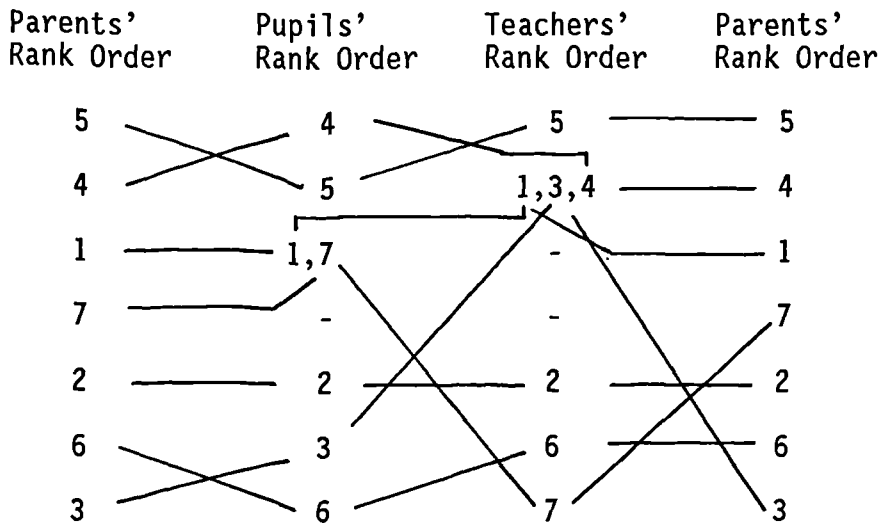
Parents' Views on "More Outdoor Activities for the Youth be run by the Government or Voluntary Organisations" as a deterrent for Juvenile Delinquency according to Social Class

Social Class	No. of Parents		No. of Parents Responding
	S. Agreed/Agreed	Disagreed	
1	49 (98%)	1 (2%)	50 (100%)
2	38 (95%)	2 (5%)	40 (100%)
3	159 (96%)	6 (4%)	165 (100%)

(Chi-Square = 9.83, p < 0.01, D.f. = 2)
S = Strongly

Appendix 13.1

Comparison Between Pupils', Parents' and Teachers' Views on the Tasks of the School

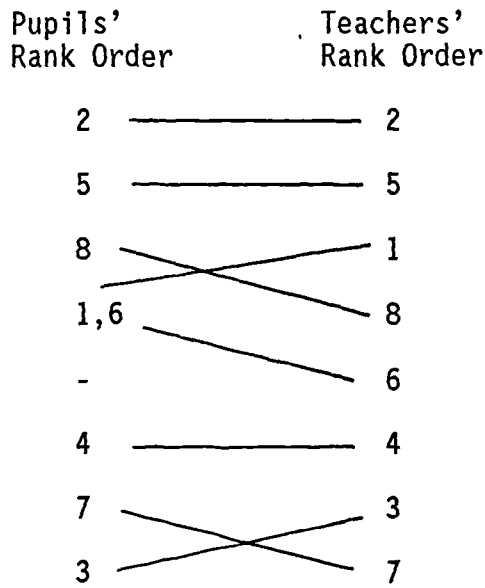


Notes :-

- 1 = Helping pupils to do as well as possible in examinations
- 2 = Teaching pupils things of direct use in their jobs
- 3 = Helping pupils to know what is going on in the world nowadays
- 4 = Teaching pupils what is right and wrong
- 5 = Helping pupils to develop their personality and character
- 6 = Teaching pupils things to get as good a job or career as possible
- 7 = Teaching pupils plenty of things so that they can be interested in a lot of things

Appendix 13.2

Comparison Between Views of Pupils and Teachers
on the Importance of School Subjects for Moral Education

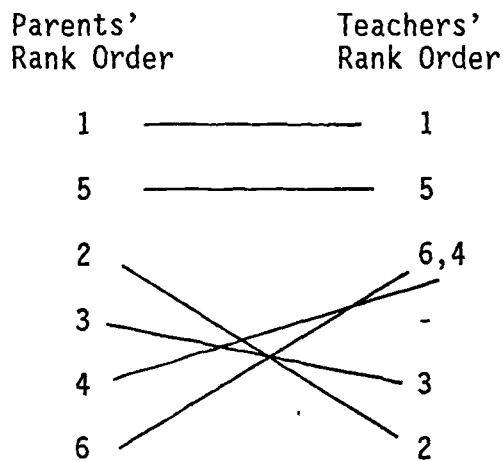


Note :-

- | | |
|----------------------|-----------------------------|
| 1 = English | 5 = Social Science Subjects |
| 2 = Chinese | 6 = Music, Art and Craft |
| 3 = Mathematics | 7 = Technical Subjects |
| 4 = Science Subjects | 8 = Physical Education |

Appendix 13.3

Comparison Between Parents' and Teachers'
Views on the Suitable People for
Transmitting Knowledge of Moral Education

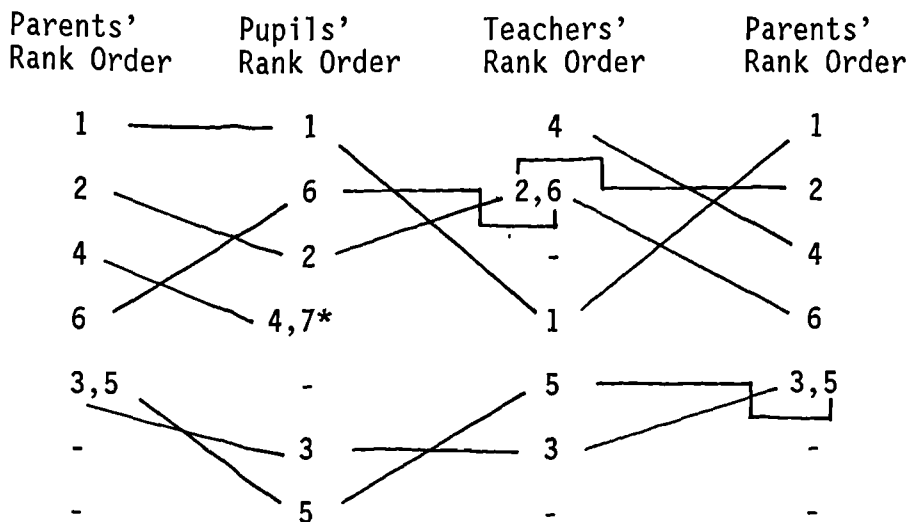


Note :-

- | | |
|------------------------------------|-----------------------------|
| 1 = Parents | 4 = Headmaster/Headmistress |
| 2 = School Social Worker | 5 = Form Teachers |
| 3 = Discipline Master/
Mistress | 6 = Subject Teachers |

Appendix 13.4

Comparison Between Views of Pupils, Parents and Teachers on the Important Types of Extra-Curricular Activities

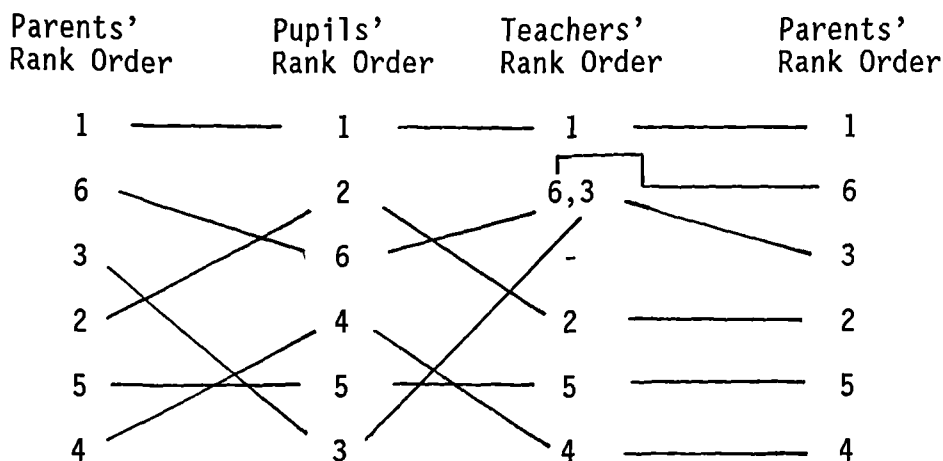


Note :-

- | | |
|---------------------------|---------------------------------------|
| 1 = Games | 5 = Social Services |
| 2 = Athletics | 6 = Creative Activities |
| 3 = Physical Exercise | 7 = Academic Clubs |
| 4 = Cultural Appreciation | * = Activity on the pupils' list only |

Appendix 13.5

Comparison Between Views of Pupils, Parents and Teachers on the Importance of some daily Issues for Young School Leavers

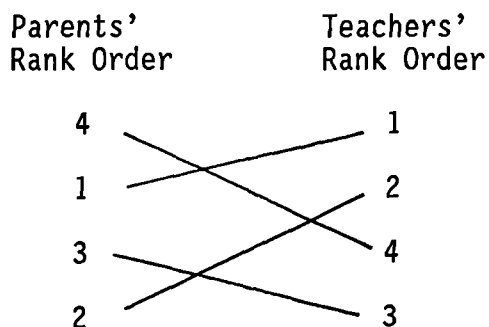


Note :-

- | |
|---|
| 1 = Getting a job which they like |
| 2 = Earning money |
| 3 = Being treated as a grown-up |
| 4 = Having a girl or a boy friend of the opposite sex |
| 5 = Having a good time while they are young |
| 6 = Their families |

Appendix 13.6

Comparison Between Views of Parents and Teachers on Methods of Keeping Close Contact Between Parents and Teachers



Note :-

- 1 = Open Days
- 2 = Parents' Evenings
- 3 = Parent Teacher Association
- 4 = Personal invitation, personal contact and visits by teachers

Appendix 13.7

The Interviewed Teachers

(A) Cloudview Grammar

(B) Brookside Technical

(i) The Follow-Up Interviews

- | | |
|--------------------------------------|-------------------------|
| (1) Deputy Head (Academic) | (1) Discipline Master |
| (2) Careers Master (Further Studies) | (2) Asst. Dis. Master |
| (3) Discipline Master | (3) Asst. Dis. Mistress |
| (4) Chinese Teacher (F) | (4) English Panel (M) |
| (5) Social Studies Teacher (F) | |

(ii) The Invitational Interviews

- | | |
|--------------------------------------|--------------------------------|
| (6) Headmaster* | (5) Headmaster* |
| (7) School Social Worker* (M) | (6) School Social Worker* (F) |
| (8) Supervisor* (M) | (7) Supervisor* (M) |
| (9) Deputy Head (Student) (M) | (8) Deputy Head (Academic) (M) |
| (10) Careers Mistress (Professional) | (9) Careers Master |

(iii) Additional Informal Interviews

- | | |
|--------------------------|--------------------------|
| (11) English Teacher (M) | (10) English Teacher (F) |
| (12) Chinese Teacher (M) | (11) Chinese Teacher (F) |
| (13) Chinese Teacher (M) | |

Note :-

M = Male

F = Female

* = Non-Classroom Teachers

Asst. Dis. = Assistant Discipline

Appendix 13.8

Summary of Teachers' Views on the Six Subjects concerning the caring role of the school as expressed in the interviews

(This included 9 follow-up interviewees and 4 invitational interviewees - 2 headmasters and 2 school social workers.)

(a) Triad Infiltration and Juvenile Delinquency - causes and proposed policies and practice

(i) Triad Infiltration

Causes	No. of Teachers	Proposed Policies & Practice	No. of Teachers
1. Individual attention seeking	2	1. Student counselling and guidance	11
2. Family negligence	8	2. Suspension	2
3. Weak school management	3	3. Transfer to other schools	1
		4. Sending for parents	1
		5. Reporting to police	3
Total	13		18*

*As every teacher could make more than one suggestion, the total number of proposals exceeds 13.

(ii) Juvenile Delinquency

Causes	No. of Teachers	Proposed Policies & Practice	No. of Teachers
1. Weak school policy	2	1. Change of school curriculum	2
2. Individual attention seeking	7	2. Student counselling and guidance	9
3. Lack of family care	4	3. Family education	2
Total	13		13

(b) Triad Infiltration & Juvenile Delinquency
 - Role played by Family, School and Government (N = 13)

No. of Teachers	5-Point Scale (Point 1 = highest, Point 5 = Lowest)														
	Family					School					Government				
Issues	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Triad Infiltration	12	1	0	0	0	5	6	2	0	0	4	8	1	0	0
	Mean Score = 1.1					Mean Score = 1.8					Mean Score = 1.8				
Juvenile Delinquency	10	3	0	0	0	5	5	3	0	0	5	6	2	0	0
	Mean Score = 1.2					Mean Score = 1.9					Mean Score = 1.8				

(c) Careers guidance, student counselling, corporal punishment, moral education - their effectiveness and role played by family, school and Government (N = 13)

(i) Effectiveness

No. of Teachers	Effectiveness 5-Point Scale (Point 1 = highest, Point 5 = lowest)					Mean	Grand Mean
	1	2	3	4	5		
Issues							
Corporal punishment	3	0	3	4	3	3.3	
Moral Education	3	2	7	1	0	2.5	
Careers Guidance	3	6	4	0	0	2.1	2.6
Student Counselling	2	5	4	2	0	2.5	

(ii) Role played by family, school and Government

No. of Teachers	5-Point Scale (Point 1 = highest, Point 5 = lowest)														
	Family					School					Government				
Issues	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Corporal Punishment	1	5	6	1	0	3	1	4	3	2	1	6	4	1	1
	Mean Score = 2.5					Mean Score = 3.0					Mean Score = 2.6				
Moral Education	7	5	0	0	1	5	4	0	3	1	2	6	2	2	1
	Mean Score = 1.7					Mean Score = 2.3					Mean Score = 2.5				
Careers Guidance	3	6	2	0	0	6	2	1	2	2	2	4	5	0	2
	Mean Score = 1.6					Mean Score = 2.4					Mean Score = 2.7				
Student Counselling	3	5	3	1	1	7	3	2	0	1	0	7	5	0	1
	Mean Score = 2.4					Mean Score = 1.9					Mean Score = 2.6				
Grand Mean	2.1					2.4					2.6				

Appendix 13.9

Summary of the Interviewing Data

(Assessment on a 5-point scale :

Point 1 is the highest and Point 5, the lowest)

Note : The total number of teachers interviewed was 24 (all interviewees), but the total number of teachers for every criterion was not 24 as every teacher was asked to name three criteria only.

(a) Assessment on their school

<u>No. of Teachers</u> Criteria	Assessment Score					Point Total	Total No. of Teachers	Mean Point
	1	2	3	4	5			
1. Facilities	0	2	5	2	1	32	10	3.2
2. In-take qualities	0	1	6	3	1	37	11	3.4
3. School management	0	3	9	4	0	49	16	3.1
4. School location	0	1	1	3	0	17	5	3.4
5. Internal relationship	0	0	1	3	0	15	4	3.8
6. Academic achievement	0	0	1	1	0	7	2	3.5
7. Participation in activities	0	0	1	0	0	3	1	3.0
8. Careers prospects	0	0	1	0	0	3	1	3.0
9. Teaching staff	0	0	2	0	0	6	2	3.0

Grand Mean = 3.3

(b) Assessment on themselves as teachers

<u>No. of Teacher</u> Criteria	Assessment Score (5-Point Scale)					Point Total	Total No. of Teachers	Mean Score
	1	2	3	4	5			
1. Devotion to the job	4	1	5	1	0	25	11	2.3
2. Personality	2	12	3	0	0	35	17	2.1
3. Expertise	5	7	3	0	0	28	15	1.9
4. Teaching techniques	3	3	3	0	0	18	9	2.0

Grand Mean = 2.1

(c) Assessment on their students/classes

Criteria	No. of Teachers	Assessment Score (5-Point Scale)					Point Total	No. of Teachers Assessing	Mean Score
		1	2	3	4	5			
1. Family background		0	1	6	1	0	24	8	3.0
2. Diligence		0	1	7	10	0	63	18	3.5
3. Activities in school		0	1	0	1	0	6	2	3.0
4. Intelligence		0	0	4	1	0	16	5	3.2
5. Behaviour		0	5	7	1	0	35	13	2.7
6. General knowledge		0	0	1	1	0	7	2	3.5
7. Sense of belonging		0	0	0	4	0	16	4	4.0
8. Personality		0	0	4	0	0	12	4	3.0

Grand Mean = 3.2

(d) Assessment on their society/Government

Criteria	No. of Teachers	Assessment Score (5-Point Scale)					Point Total	No. of Teacher Assessing	Mean Score
		1	2	3	4	5			
1. Moral Education		0	0	1	0	0	3	1	3.0
2. Ideology		0	0	0	2	0	8	2	4.0
3. Law & order		0	3	7	1	0	31	11	2.8
4. Prosperity		2	6	0	0	0	14	8	1.8
5. Stability		0	3	3	0	0	15	6	2.5
6. Relationship with public		0	0	1	0	1	8	2	4.0
7. Social welfare		0	0	0	1	0	4	1	4.0
8. Personal freedom		2	0	0	0	0	2	2	1.0

Grand Mean = 2.9

(This question was set for the 18 classroom teachers only).

(e) Assessment on their job

Criteria	No. of Teachers	Assessment Score (5-Point Scale)					Point Total	No. of Teachers Assessing	Mean Score
		1	2	3	4	5			
1. Prospects		1	3	7	0	0	28	11	2.6
2. Challenges		1	6	3	0	0	22	10	2.2
3. Salary		1	10	0	0	0	21	11	1.9
4. Further training		0	0	1	0	0	3	1	3.0
5. As a service		0	1	2	0	0	8	3	2.7
6. Status		0	0	2	0	0	6	2	3.0
7. Working hours		1	1	0	0	0	3	2	1.5

Grand Mean = 2.4

(This question was set for the 18 classroom teachers only).

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