

Emotional Intelligence: Implications for Educational Practice in Schools

David W. Chan

With the growing interest in the concept of emotional intelligence, an overview was provided through exploring the emergence of the concept in Western thought, the precursors to emotional intelligence in the context of nontraditional views of intelligence, and the recent theorizing by Mayer and Salovey and by Goleman. Educational implications for the development of social and emotional learning programs are discussed to provide insights into the realization of whole-person development in recent education reform in Hong Kong.

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Musical Behavior of Young Hong Kong Students

Wai-chung Ho

This paper investigates the musical behavior of young Hong Kong students in terms of their musical influences, their habits of singing and listening, and their musical preferences. Data from a sample of 647 Hong Kong Chinese junior secondary school students supports the hypothesis that the most important determinants on young people's musical tastes and behavior are they themselves, their peers and the mass media. 557 students chose CDs as their favorite media for listening, followed by 478 for television and 425 for radio. Although students loved listening to music at home, they did not like to sing there. Outside the school environment, 293 and 160 said that home karaoke and public karaoke were their preferred musical activities. Cantonese pop was the most well-liked style and Chinese classical vocal music was the least welcomed. These findings demonstrate a challenge to music educators to broaden young people's musical tastes to include more different styles of music that might not be typically favored by youth culture. The development of such openness must be a goal of school music education.

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Disruptive Classroom Behaviors of Secondary and Primary School Students

Chung-lim Ho and Jin-pang Leung

Employing the same researching instrument used in Leung & Ho's (2001) study, 187 secondary school teachers from 14 secondary schools reported their perceptions of disruptive classroom behaviors. These 14 schools were located at different areas of Hong Kong. By combining the data found in Leung & Ho's (2001) study, the present study attempts to take a preliminary step towards investigating whether or not secondary school disruptive behaviors are a continuation of primary school disruptive behaviors. Based on current research findings, the results initially show that secondary school disruptive behaviors are a continuation of those found in primary school. "Talking out of turn", "Non-attentiveness", "Idleness/slowness" and "Forgetfulness" were most often voted by teachers as disruptive and frequently occurring. Moreover, many more boys than girls were identified by school teachers as the most disruptive children, however, the percentages of voting drop from 93% (by primary teachers) to 71% (by secondary teachers). Moreover, more boys than girls were regarded as disruptive but the boy: girl ratio gap was narrower between primary (2.1:1.0) and secondary school (1.4:1.0) teachers' rating. The rising trend of more secondary schoolgirls displaying disruptive behaviors is an increasing concern. Interestingly, secondary school teachers reported that they spent less time maintaining classroom discipline than primary teachers. Suggestions on improving classroom discipline have been provided to educational administrators and policy makers.

Key Reference: Leung & Ho's (2001) add details#####

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Validation of the Measurement Scale and the Vocational Orientation Model Developed in Hong Kong

Chi-Sum Wong and Ping-Man Wong

Recent research has advanced our understanding of the vocational orientation model applicable to Hong Kong. This study advances such research by validating a locally developed measure of vocational orientations in a university (n = 325) and an employee (n = 150) sample. The consequences of matching employees' vocational orientations and job nature on job satisfaction and turnover intention are also examined. Results provided strong support for the reliability and validity of the locally developed measure and the applicability of the model suggested by recent research. Implications of vocational education, career guidance and future research in Hong Kong are discussed.

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School Bullying in Secondary Schools: Teachers' Perceptions and Tackling Strategies (Article written in chinese)

Dennis S. W. Wong and Tit-wing Lo

There has been a growing interest in studying students' bullying problems among international scholars in recent years. Interest in, and concern with, the problem has seen researchers focusing on various aspects of this social phenomenon such as its incidence and nature, characteristics of bullies, attitudes towards bullying, the effects of bullying and the views of teachers. Nevertheless, there is rather little systematic investigation of bullying in Hong Kong. This paper provides a literature review of bullying studies in other countries and presents a community-wide study, which explores teachers' perceptions towards bullying in secondary schools. Based on results and literature review, the authors suggest that a multi-disciplinary cooperative strategy should be adopted. Besides, anti-bullying curricula, aggression reduction programs, and early-intervention self-protection programs for potential victims of bullying should be developed. A peer mediation scheme should also be considered so that students could help to create a harmonious environment in school.

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Primary Students' Written Narratives in Cultural Context

Judy W. Y. Ho

This study compares the narratives written by Australian and Chinese Grade 5 and Grade 6 students and the cultural contexts in which these writings were produced. A total of 198 English narratives collected from four schools of similar socio-economic backgrounds in Sydney and 256 Chinese narratives collected from four classes in one primary school in Hong Kong were analyzed. Besides, an examination of Australian and Hong Kong curriculum documents, a teacher survey, interviews with teachers and classroom observations formed the basis of investigation of contextual factors which might affect the production and interpretation of text. Results show that Australians seem to be more focused on the social purpose and function of text and the effects of audience and context on text, whereas the Chinese language education in Hong Kong places great emphasis on the correctness of both linguistic and moral behaviours. Teachers, being members of the educational system, transmit these ideologies to their students through their teaching practices and affect students' writings. The paper analyses how students' narratives are affected by the modes and methods of instruction in Chinese language education, discusses potential problems and makes recommendations to improve the teaching of writing.

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A Comparison between High Achieving and Low Achieving Hong Kong Students in Chinese Reading Comprehension and Strategy Use

Dinky K. L. Lau

This study aims to explore the Chinese reading comprehension problems among Hong Kong junior secondary students through investigating their ability of using reading strategy. Two groups of Grade 7 students with different achievement levels were compared on their reading comprehension performance, ability of using different reading strategies and self-reported frequency use of strategy. Findings in this study showed that students' general ability of using reading strategy was only moderate. The reading comprehension ability of academically low achievers was especially poor. They were not able to use higher-order cognitive strategies as well as lacking self-regulation and monitoring ability during reading process. This paper suggests that, in order to improve low achievers' reading comprehension ability, Hong Kong educators should alter the traditional reading instruction to direct strategy instruction.

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