

Development of a Theory on Education Effectiveness: Testing a Multilevel, Multifactor, Contextual Theory about Education

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The concept of school effectiveness especially with respect to outcomes and processes is discussed. Based on the results of research, a model for educational effectiveness is developed which takes into account the factors at the classroom and school level and the relationship between the levels. For further elaboration of the classroom and school level and the relationship between the levels. For further elaboration of the model a relationship with the learning processing of students should be constructed.

本文旨在探討對學校果效這個概念之認識，尤其在過程及結果的有關方面。本文又從研究結果所得，倡議設立一個包括課堂、學校及兩者之三個層面之有關因素之教育果效模式。這個模式可再作推展，俾能延伸至該括學生學習過程之各項因素。

篇章文理線索對閱讀過程之影響

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閱讀乃.....「選擇性注意」的過程。本文是基於此一信念以考驗文理線的效應。研究工具為四篇文章。在文內評定若干重點句，並加特定線索如「第一重點是.....」冠於其前，乃成「正確線索」篇章。又將同樣線索冠於無關重要句子之前，製成「錯誤線索」篇章。再把篇章譯成英譯本，從而構成中文正、錯線索及英文正、錯線索四個版本。大學一年級中、英文系學生被邀為受試者，分成四組，分別參與個版本的測試。篇章內容分成句子在電腦螢幕呈現，受試者按鍵閱讀，每句的反應時間均有紀錄。多變項方差分析法將中、英文篇章，及正、錯線索版本作為組間變多、注意程度較強。無論是正、錯線索版本，學生閱讀有線索句均比無線索句較為注意。文理線索能影響閱讀過程中的注意程度，這說法在本研究中獲得肯定。

This study examines the effects of contextual signals in text processing on the basis of the selective attention' hypothesis. Four passages were adopted as reading materials. Contextual signals were added to the texts, specifying the theme sentences. Texts with signals attached to the theme sentences were thought of 'correct texts'. Those with signals attached to the unimportant sentences were 'misplaced texts'. Versions of

Chinese and English texts were made available. Participating in the study were 42 and 38 first-year students from the Chinese and English Department respectively. Subjects read sentence by sentence from the computer screen and their reaction time was recorded. MANOVA was used with text version (Chinese vs. English) and contextual signal (correct vs. misplaced) as between-subjects factors. Longer reaction time was found from English rather than Chinese text version, and from signaled rather than non-signaled sentences, regardless of the signals being rightly placed or misplaced in texts. These findings indicate that contextual signals affect the attention levels during text processing.

The Role of Quantification in Qualitative Research in Education

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The term “qualitative research” is used by researchers with different understanding and is not representing one single approach, it stands for a variety of methods including ethnography, educational connoisseurship and criticism, naturalistic inquiry, vignette analysis, case study, analysis of ecological specimen records, and so on. In this paper, different types of qualitative research are classified on the basis of epistemologies and approaches. It is argued that some inquiries are truly qualitative, but some are not. Furthermore, it is also argued that, at the level of epistemologies, one should combine interpretive and positivism in looking at educational problems. At the level of procedures, quantifying qualitative information can make data analysis more efficient and manageable. Modern-day ethnographers should also be well-trained in certain areas in quantitative methods, particularly in research designs and non-parametric statistics. However, it is important to observe that in the process of quantification, the interpretive stance and the subjective elements of the qualitative information are not distorted nor eliminated. Otherwise, the qualitative inquiry will be “engulfed” by the quantitative paradigm.

Coping with Suicide in Secondary Schools: Are Teachers Prepared?

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The presence of suicidal ideas in the past week was reported by about two in every five students in the survey of 161 secondary school students. Assuming that suicidal

ideation and completed suicide lie in the continuum of suicidal behaviors, this alarmingly high rate underlies the importance of school-based suicide prevention programs. Another 110 secondary school teachers surveyed however felt that they were inadequately prepared to handle suicidal behaviors. When faced with student suicidal behaviors, they would resort to rational explanation in postventive efforts. Their under-emphasis in attending to students' emotional reactions revealed areas at which teacher preparation need to be addressed.

Teenage Suicide in Hong Kong 1981-1992: Age Trend, Time and Geographical Distribution *

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This study gives an overview of the teenage suicides in Hong Kong during the period of 1981-1992. It was found that the suicide rate for the population of age between 10 to 19 years has been quite steady during the period of 1981-1991. The drastic increase in 1992 is mainly attributed by the age group between 10 and 14 years which has been increased by three times in comparing with the 1991 figures. On the other hand the suicide rate for the age group between 15-19 years remains steady in the years of 1991 and 1992. Distributions of the suicide cases among the months in a year were not evenly distributed. The months of May and June have more cases than others. However, the cases were more evenly distributed in recent years. Also, it was found that the districts Kwun Tong, Wong Tai Sun and Tsuen Wan have the most cases; the districts age among the teenagers were shown to be on a decreasing trend. The overall mean age of the suicide deaths of the age group 10-19 had the mean 18.06 years in 1982 and 14.48 years in 1992.

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Measuring the Effects of Socio-Cultural Factors in Non-Weatern Science

Classrooms

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A survey of the science education literature indicates that a considerable amount of evidence abounds which suggest that learning outcome variance contributes a lot to the teaching-learning environment of a school. This has necessitated the move amongst researchers towards the detailed study of classroom climate which affect cognitive and affective outcomes of students' learning in science. Several classroom climate variables which relate positively to students' achievement have been identified. These variables include task orientation, order and organization, teacher support, instructional strategies, teacher control and innovation. In spite of all of these research efforts, the socio-cultural aspect of the classroom environment has surprisingly not received as much attention as it deserves from investigators. A pragmatic way to begin the empirical study of socio-cultural influence in science classroom is the search for an instrument which can be used identify the socio-cultural influences and their effects. One major purpose of this study, therefore, was to develop an instrument which is reliable and useful in measuring socio-cultural factors in science classrooms. A second major purpose was to use the instrument to measure the socio-cultural factors which affect the teaching and learning of school science. In this study, an instrument for measurement, the "Socio-cultural Environment Scale" (SCES), was developed and used to measure those elements of the socio-cultural environment which significantly affect pupils' learning within science classrooms. Science teachers need to be made aware of these socio-cultural elements so that appropriate intervention strategies may be developed to reduce anxiety of students for science. Further research is recommended in order to validate or revise the SCES with the ultimate objective of getting the best measure of the socio-cultural environment in science classes.

Socialization Settings of Hong Kong's Preschool Children

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The present study identifies the major socialization settings, as defined by both a physical environment and a major caregiver, of a sample of 947 4-year-old children. A

cluster analysis of the findings resulted in seven distinctive clusters of settings and one residual cluster in the following order of importance: mother alone, grandparents, and both parents in child's own home, teacher or child care worker in preschool, maid in child's own home, grandparents and other relatives in relatives' home, and a variety of caregivers in a variety of settings. In terms of time spent with the sample children, mother at home has a predominant role whereas father plays a negligible part in the socialization of young children in Hong Kong.

A Study of Principals' Instructional Leadership in Hong Kong Secondary Schools

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The present study aimed at understanding the relationship of principal's instructional leadership to teachers' affective and attitudinal outcomes in terms of teachers' sense of efficacy, sense of community, and professional interest. A total of 756 teachers from 60 secondary schools were involved. The findings revealed that instructional leadership of principals in Hong Kong secondary schools is characterized mainly by providing incentives for learning, enforcing academic standard, and maintaining high visibility. Teachers' sense of efficacy, sense of community, and professional interest were found to be highly correlated with all the twelve instructional leadership functions. The profiles of effective and ineffective instructional leadership defined by teachers' affective outcomes were mapped and they were found to be significantly different from each other. The public examination achievements of schools with effective instructional leadership were found to be significantly higher than that of schools with ineffective instructional leadership. Implications of the study were discussed for further research and administration practice.

Effect of Flowcharting on Program Composition Skill

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Flowcharts were widely used as program organization tools and were assumed to have positive effects on program development. The purpose of this study was to investigate

the effect of flowcharting on developing programs. When flowcharting was not required in program composition, subjects performed better in program logic, semantic correctness and syntactic correctness. Flowcharting seemed to be a redundant task in program development and it did not facilitate the construction of program logic. Male subjects generally performed better than female subjects in some aspects of programming performance. Home computer possession seemed to increase the familiarity with computer and lower the computer anxiety, hence, subjects who possessed home computers generally performed better than those who did not.

Dose the Ordering Questions in a Test Affect Student Performance?

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This paper examines the question of whether the ordering of questions in a test has bearing on students' scores on that test. Folklore suggests that it is preferable to put the easier items at the beginning of the test, as this will have a positive motivational effect on students taking the test. The results of the current study indicate that this is not the case. A questionnaire administered to students indicated that while students are aware of where the easy and difficult items lie in a test, the order in which the items are presented affects neither their attitude towards how they approached the test nor on their overall scores.

香港學生運用標點符號策略的個案研究

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香港缺乏有統的標點符號教學法。本研究的目的，是發掘不同程度學生斷句及運用標點的策略。研究者以個案研究方法，請一名小五學生及一名中六學生利用電腦斷句，並替文章加標點。研究對象做實驗時須同時大聲說出腦中的念頭，由研究者記下口述資料。根據研究對象提供的背景資料、做實驗時的議錄(Protocol)，及研究者事後問對象所得，結果發現兩名對象對標點的認識不深，她們運用標點時採用了多種不同的策略。這些結果對日後改善標點教學有一定的幫助。

The State's Influence over Quality in Higher Education: Quis Custodiet Ipsos Custodes?

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Developments in Hong Kong particularly related to the growth of interest in quality are compared with similar developments within higher education in Britain over the last 30 years with analysis of the reasons for the establishment, and subsequent abolition, of the binary system in Britain. Justification for the evaluation of British policies in providing insight into the Hong Kong situation is provided. Parallels and differences are found and analysed. Finally conclusions are drawn on how the state's view of quality is expressed in Hong Kong.

The Making of and Effective Sixth Form Education in Hong Kong: Evidence of School Provision Second International Science Study

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Based on the science achievement survey data collected in the IEA Second International Science Study, the present study seeks to provide empirical evidence to substantiate the Education Commission's reform proposals on: (1) the unification of the Sixth Form educational structure and the accompanying science curricular provision, (2) the upgrading of the educational standard of the private schools, and (3) the delegation of decision making related to the teaching of science to the teachers. When student intake into the various types of schools and their opportunity to learn the course content are controlled, this study establishes that the HKHL and HKAL matriculation curricula are equally effective as far as science achievement is concerned.