

# 學業發展自我效能量表：

使用者手冊

Academic Development  
Self - Efficacy Inventory :  
Users' Manual



出版



香港大學教育學院 生活技能發展計劃  
Life Skills Development Project, Faculty of Education,  
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生活技能發展及全方位輔導計劃系列

Life Skills Development and Comprehensive Guidance Program Series

**學業發展自我效能量表：使用者手冊**

**Academic Development Self-Efficacy Inventory : Users' Manual**

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# Academic Development Self - Efficacy Inventory : Users' Manual

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## **1. Introduction**

The Academic Development Self-Efficacy Inventory (AD-SEI) is an instrument developed by the life skills development project research team to assess academic development self-efficacy of senior secondary school students in Hong Kong. Along with other assessment methods such as teachers' observation, focus group interviews with students, students' record of work, the use of the instrument could help teachers and guidance personnel to assess and monitor students' attainment of academic development competencies. Thus, teachers and guidance personnel could better organize academic development activities and evaluate students' learning outcomes in a more systematic and consistent way.

## **2. Background of the Academic Development Self-Efficacy Inventory**

In Hong Kong, learning for life has been the major mission of recent education reforms (Hong Kong Education Commission, 2000a, 2000b). The implementation of the whole school approach to guidance through a comprehensive developmental guidance program is expected in all schools (Hong Kong Education Department, 2002). Two essential steps in the development of a comprehensive developmental guidance program are the identification of guidance competencies that are to be achieved by students through their participation in developmental guidance program within schools, and the development of a guidance curriculum for all students (Gysbers & Henderson, 2000; Starr & Gysbers, 1993). Hence, with the generous financial support of the Quality Education Fund, the present researchers have recently developed a comprehensive, developmental, and systematic guidance curriculum and activity resource materials for high school students in Hong Kong. It includes three major areas, namely Academic Development, Career Development, and Personal-Social Development (Yuen et al., 2002). It provides a way to organize activities and sequence the guidance competencies more effectively so that there is continuity and consistency in delivery.

The purpose of the present instrument is to assess students' self-reported confidence in applying various academic development life skills competencies. The framework of the instrument development is drawn from Norman Gysbers's Life Career Development Theory and his Comprehensive Guidance Model (Gysbers & Henderson, 2000). Life career

development is defined as “self-development over a person’s life span through the integration of the roles, settings, and events in a person’s life” (Gysbers, 1998, p.45). Life career development describes, explains and predicts that individuals assume various roles such as student, worker, friend, consumer, citizen, parent in the settings of home, school, workplace, and community over life events of birth, school entry, graduation, marriage, retirement, illness and death. One of the two most important goals in a comprehensive school guidance program is to “assist students to acquire [*life skills*] competencies to handle current issues that affect their growth and development” (Gysbers, 1998, p.46). Secondly, it is to create career consciousness in students to help them explore their possible future life roles, settings and events, and to make informed personal and career choices (Gysbers & Henderson, 2000).

Bandura’s (1977) self-efficacy construct provided the empirically supported approach to develop instruments assessing people’s self-perceived confidence in performing specific life tasks in various life events. Reliable and valid students’ self-reported instruments in a number of areas have been developed (e.g. Betz & Hackett, 1983; Betz & Luzzo, 1996; Chemers, Hu, & Garcia, 2001; Joo, Bong, & Choi, 2000; Lent, Brown, & Larkin, 1986; Lent, Brown, & Gore, 1997; Pajares & Miller, 1995; Sherer & Maddux, 1982; Zimmerman, Bandura, & Martinez-Pons, 1992). In the U.S., Gysbers, Lapan, Multon, & Lukin (1996) developed the Missouri Guidance Competency Evaluation Survey covering three main life skills competencies areas: Knowledge of Self and Others, Career Planning and Exploration and Educational and Vocational Development (Gysbers, Lapan, Multon, & Lukin, 1996; Lapan, Gysbers, Multon, & Pike, 1997). In the high school form of the survey, there are 19 items in students’ academic development (e.g. “I know how to improve my writing, reading, speaking, listening & math skills”). The item contents specifically correspond to three academic categories of the Missouri guidance curriculum including: (1) Improving Basic Skills and Study/Learning Skills, (2) Learning from Friends and Others who Have Graduated, and (3) Vocational Selection and Training. In addition, Bandura (1990) developed the Multidimensional Scales of Perceived Self-Efficacy (MSPSE) in which students’ competencies were organized under nine categories: (1) Enlisting Social Resources, (2) Academic Achievement, (3) Self-Regulated Learning, (4) Leisure Time Skill and Extra-Curricular Activities, (5) Self-Regulated Efficacy to Resist Peer Pressure, (6) Meet Others’

### 3. Development of the Inventory

Expectations, (7) Social Self-Efficacy, (8) Self-Assertive Efficacy, and (9) Enlisting Parental and Community Support. It is based on these academic and personal-social development concepts that the present research team attempts to develop an instrument assessing students' academic development self-efficacy.

In the present research, academic development self-efficacy is defined as the students' "confidence in their ability to perform well academically" (Chemers, Hu, & Garcia, 2001, p.59). Rather than focusing on students' confidence in their ability to achieve well in particular academic subjects, the researchers aim to develop an instrument to measure generic skills pertinent to academic success in schools. Academic development competencies would include abilities related to time management, mastering study and examination skills, making educational plans and concentration on learning (Yuen et al., 2003).

### 3. Development of the Academic Development Self-Efficacy Inventory

Four focus groups of 27 senior secondary school students from 27 secondary schools were conducted to identify and validate the essential life skills competencies for senior secondary school students. These life skills competencies were further organized into 26 categories under the headings of academic, career, and personal-social development by the research team.

The items were further rated for their relevance, selected and organized into categories by an expert panel of school guidance professionals and personnel trainers from the government and business sectors. Wordings, classification and categorization of the items were discussed in the panel meetings. Refinement of the items and categories were made in the meeting.

The Academic Development Self-Efficacy Inventory along with other instruments was piloted among secondary school students from 12 secondary schools in Hong Kong. From the reliability analysis, the four best items were chosen for each category. The instructions and some wordings of the items were further refined based on the feedback of the participants.

The present version of the AD-SEI could be found in *Appendix I*. The items covered a total of 20 student competencies related to academic development of senior secondary school



students. They were classified into 5 categories including Time Management, Study and Examination Skills, Learning from Friends, Educational Planning and Being a Responsible Learner (Yuen et al., 2002). Each category contained 4 items. Each respondent was asked to rate their level of confidence in completing the tasks using a 6-point Likert Scale, with 1 representing *extremely not confident* to 6 representing *extremely confident*. The instrument was designed to be administered to students in groups and could be completed within 10 minutes.

The 20-item Academic Development Self-Efficacy Inventory questionnaire was used in this study. The items in each category are as follows:

**Time Management**

- Organize my time well and make good use of it.
- Plan before I do something.
- Finish doing what I have to do within the specified time.
- Design a timetable for myself and act accordingly.

**Study and Examination Skills**

- Master the answering techniques in exams and tests.
- Improve my techniques in writing, reading, listening, speaking and calculating.
- Form good learning habits.
- Be well prepared for exams/tests.

**Learning from Friends**

- Understand the difficulties encountered in tertiary institutions from friends studying there.
- Ask my friends for ways to solve problems about choosing a tertiary institution.
- Seek information on universities or other tertiary institutions from my friends when I further my studies.
- Seek advice from friends when I further my studies.

**Educational Planning**

- Look for information on and be well prepared for further studies.
- Collect each tertiary institution's information and the content of the courses they offer.
- Choose a tertiary institution that suits me.
- Obtain information about scholarships and financial assistance.

### **Being a Responsible Learner**

- Obey the regulations of school and classroom.
- Respect others in school.
- Exercise the rights and responsibilities of a student.
- Think over the consequences brought about by my behavior.

Each respondent had five category total scores by adding the four item scores in each category, Five category mean scores by dividing each category total score by four, and one total mean score of career development by adding the five category mean scores, and then dividing it with five (see *Appendix II*).

## **4. Validation of the Academic Development Self-Efficacy Inventory**

The present manual briefly describes the psychometric properties of the Academic Development Self-Efficacy Inventory (AD-SEI) in validation studies involving 6776 senior secondary school students in Hong Kong (Yuen et al., 2004).

Confirmatory factor analyses of the responses from 6776 high school students in Hong Kong showed that the five primary factors yielded an adequate fitting model (NNFI = .91; GFI = .918; RMSR = .049; and RMSEA = .070). Further examination of the structure coefficients for the items of the Academic Development Self-Efficacy Inventory showed that all of the items converged with relevance on the respective factors hypothesized in this model. All of the 20 items had loadings higher than .62.

Initial validity estimates showed that the scale is (i) positively associated with estimates of study skills self-efficacy ( $r = .76$ ), self-esteem ( $r = .44$ ), hope agency ( $r = .50$ ), and hope pathway ( $r = .39$ ); (ii) negatively associated with estimates of depression ( $r = -.37$ ) and loneliness ( $r = -.30$ ); and (iii) mildly related to an estimate of social desirability ( $r = -.34$ ) and life satisfaction ( $r = .33$ ).

## **5. Reliabilities of Academic Development Self-Efficacy Inventory**

The internal consistencies of the subscales were adequate -Time Management ( $\alpha =$

.82), Study and Examination Skills (alpha = .80), Learning from Friends (alpha = .84), Educational Planning (alpha = .81), and Being a Responsible Learner (alpha = .77). The internal consistency of the total scale was adequate (alpha = .93). For details on the psychometric properties of the AD-SEI, users could further refer to another paper prepared by the present research team (Yuen et al., 2004).

## 6. Suggestions for Applications

The AD-SEI has important implications for student assessment and program evaluation in relation to the implementation and quality enhancement of comprehensive school programs in schools (Gysbers, 2000; Hui, 2000; Watkins, 2001). First, to develop guidance curriculum to better meet the students' needs, the AD-SEI could be administered to class groups assessing students' self-efficacy in various categories of academic development. Along with other assessment tools such as interviews with students and parents and teachers' observations, the AD-SEI could provide guidance personnel a profile of students' strengths and areas needing improvement across various grades, classes, and gender in the school. Users can find some guidance activities for enhancing students' academic development in *Related Reference Information B*. Second, the AD-SEI can serve as an instrument to assess how students' self-efficacy in academic development has changed over a certain period of time, say before and after the academic guidance activities. This will provide useful feedback data for outcome evaluation and improvement of the guidance program. In the *Appendix III and IV* of this manual, a student profile chart and discussion guide are provided for the use of teachers and guidance personnel. Users can compare the findings from their samples with the normative data presented in tables in *Related Reference Information A*.

It should be noted that the AD-SEI was originally designed as a group assessment instrument. It was not meant to be used as a diagnostic or screening instrument for individual students. For individual assessment of educational needs and individual counseling, individual students should be referred to a professionally trained guidance teacher, career teacher, counselor, social worker or educational psychologist.

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# Academic Development Self - Efficacy Inventory :

## Users' Manual

### Appendices

- I. Academic Development Self-Efficacy Inventory
- II. Scoring Sheet
- III. Profile Chart
- IV. Discussion Guide
- V. Permission Letter & Reply Slip

## I. Academic Development Self-Efficacy Inventory (English Version)

Please read the following statements carefully and indicate how much confidence you have in performing these behaviors. Please circle the appropriate number to describe your degree of confidence with each statement.

- 1 - Extremely Not Confident
- 2 - Not Confident
- 3 - Hardly Confident
- 4 - Fairly Confident
- 5 - Confident
- 6 - Extremely Confident

---

### I am confident that I can .....

- 1. organize my time well and make good use of it. 1 2 3 4 5 6
- 2. master the answering techniques in exams and tests. 1 2 3 4 5 6
- 3. understand the difficulties encountered in tertiary institutions from friends studying there. 1 2 3 4 5 6
- 4. look for information on and be well prepared for further studies.
- 5. obey the regulations of school and classroom. 1 2 3 4 5 6

### I am confident that I can .....

- 6. plan before I do something. 1 2 3 4 5 6
  - 7. improve my techniques in writing, reading, listening, speaking and calculating. 1 2 3 4 5 6
  - 8. ask my friends for ways to solve problems about choosing a tertiary institution. 1 2 3 4 5 6
  - 9. collect each tertiary institution's information and the content of the courses they offer. 1 2 3 4 5 6
  - 10. respect others in school. 1 2 3 4 5 6
-



---

**I am confident that I can .....**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 11. finish doing what I have to do within the specified time.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. form good learning habits.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. seek information on universities or other tertiary institutions<br>from my friends when I further my studies. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. choose a tertiary institution that suits me.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. exercise the rights and responsibilities of a student.  | 1 | 2 | 3 | 4 | 5 | 6 |

**I am confident that I can .....**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 16. design a timetable for myself and act accordingly.              | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. be well prepared for exams/tests.                               | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. seek advice from friends when I further my studies.             | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. obtain information about scholarships and financial assistance. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. think over the consequences brought about by my behavior.       | 1 | 2 | 3 | 4 | 5 | 6 |
-

## II. Scoring Sheet

### Score Calculation - Academic Development Self-Efficacy Inventory

#### Individual Category Score :

Academic development contains 5 categories. For each category, write the scores of the items beside the item numbers. SUM UP the scores within each category and write down the total score in the blank provided.

Time Management		Study & Examination Skills		Learning from Friends		Educational Planning		Being a Responsible Learner	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____	4	_____	5	_____
6	_____	7	_____	8	_____	9	_____	10	_____
11	_____	12	_____	13	_____	14	_____	15	_____
16	_____	17	_____	18	_____	19	_____	20	_____
Total	_____	Total	_____	Total	_____	Total	_____	Total	_____

#### Individual Category Mean Score (The lowest score is 1, the highest score is 6):

DIVIDE the total score BY 4, and write down the mean score of each category in the blank provided.

_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____
Time Management	Study & Examination Skills	Learning from Friends	Educational Planning	Being a Responsible Learner

#### Total Mean Score of Academic Development (The lowest score is 1, the highest score is 6):

SUM UP the individual category mean scores and then DIVIDE BY 5, then write down the total mean score of academic development in the blank provided.

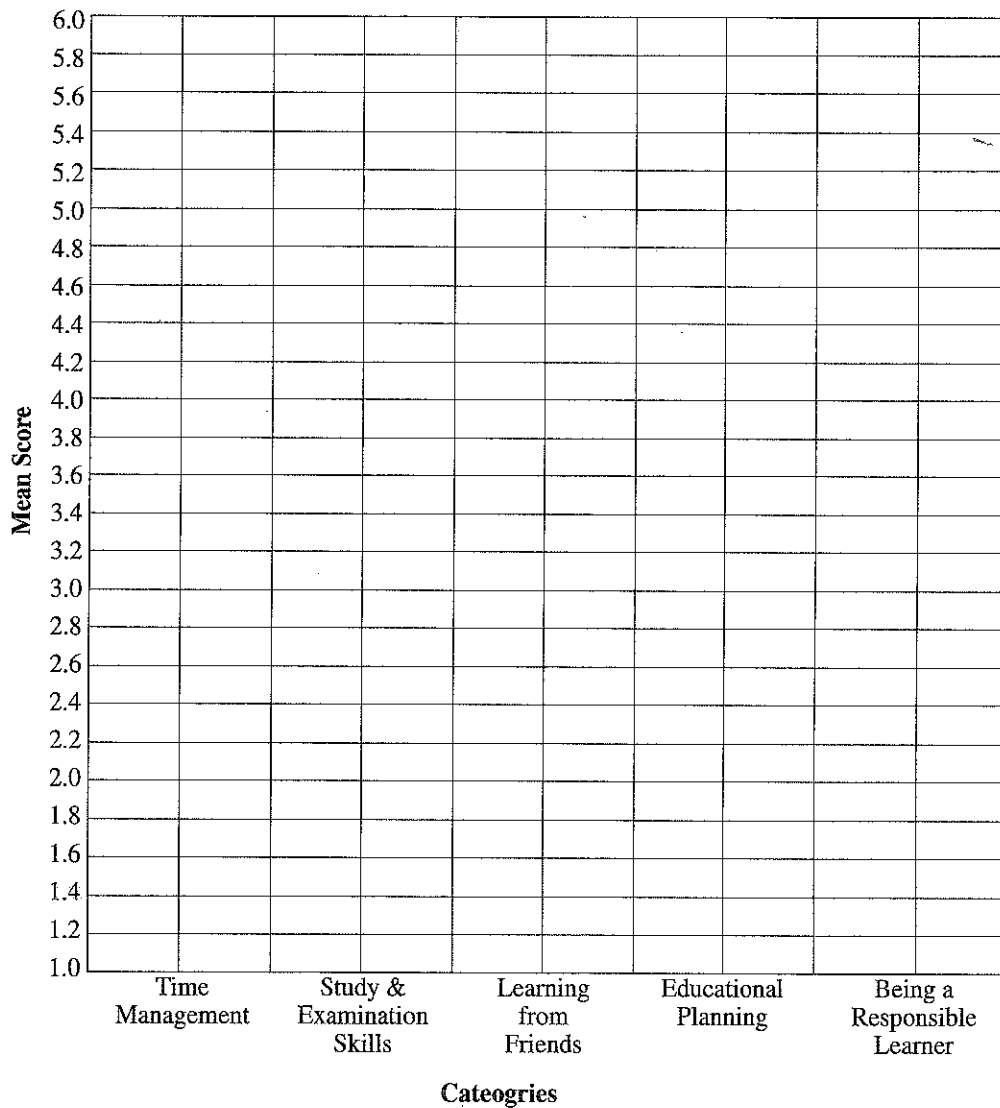
_____	+	_____	+	_____	+	_____	+	_____	=	_____	÷ 5 =	_____
Time Management		Study & Examination Skills		Learning from Friends		Educational Planning		Being a Responsible Learner		Total		Total Mean Score of Academic Development

### III. Profile Chart

#### Academic Development

Please present the data by a broken-line graph. You can produce the profile chart of students' academic development by marking the mean scores of individual categories and connecting them by a broken-line. It is useful for understanding the students' confidence level in each category of academic development.

#### Profile Chart



## IV. Discussion Guide

The following questions serve as a guide to explore possible implications of the survey findings within the context of a particular school.

1. What are the strengths of the students in our school in each category of academic development?  
\_\_\_\_\_

2. What are some of the policies, activities and programs in our school that have contributed to these developments positively?

- a. Curriculum and class guidance:  
\_\_\_\_\_

- b. Co-curricular activities:  
\_\_\_\_\_

- c. Individual and group educational planning:  
\_\_\_\_\_

- d. Individual and group counseling:  
\_\_\_\_\_

- e. Support for teacher development and parent involvement:  
\_\_\_\_\_

3. Comparing different groups of students, are there different needs reflected from the findings?

- a. S.4/S.5 : \_\_\_\_\_

- b. S.6/S.7 : \_\_\_\_\_

- c. Girls/Boys : \_\_\_\_\_

4. Comparing the pretest-posttest findings from the same group of students, have the students made significant improvement in their academic development during the period of time?  
\_\_\_\_\_

5. Any recommendations for action?  
\_\_\_\_\_  
\_\_\_\_\_

## V. Permission Letter & Reply Slip

Dear Colleagues,

Re: Permission to Use the AD-SEI

Thank you for your interest in the Academic Development Self-Efficacy Inventory (AD-SEI) (c).

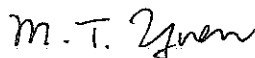
Two conditions must be met for our permission to use the instrument for research and program evaluation purposes. First, you must cite us in any papers in which the instrument is used, using the following reference:

Yuen, M., Gysbers, N. C., Hui, E. K. P., Leung, T. K. M., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., & Ke, S. S. Y. (2004). Academic development self-efficacy inventory: Users' manual. Hong Kong: The University of Hong Kong Faculty of Education Life Skills Development Project.

Second, you must communicate to us a summary of the results using the AD-SEI and an indication of where those results appear (e.g. journal paper, research report, thesis/dissertation, etc.). Please send us the reply slip, before you use the instruments, indicating your willingness to adhere to these conditions.

Thank you again for your interest in the AD-SEI.

Sincerely,



Mantak Yuen, Ph.D., C.Psychol.  
Associate Professor and Project Leader

## Reply Slip

---

TO : Dr. Yuen Man-tak  
Faculty of Education  
The University of Hong Kong  
Pokfulam Road  
Hong Kong

Re: Permission to Use the AD-SEI

I am interested to use the Academic Development Self-Efficacy Inventory (AD-SEI) (c).

I am willing to adhere to the two conditions in using the instrument. I will cite you in any papers or publications in which the instrument is used, using the following reference:

Yuen, M., Gysbers, N. C., Hui, E. K. P., Leung, T. K. M., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., & Ke, S. S. Y. (2004). Academic development self-efficacy inventory: Users' manual. Hong Kong: The University of Hong Kong Faculty of Education Life Skills Development Project.

I will communicate to you a summary of the results using the AD-SEI and an indication of where those results appear.

(Signature) \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Post: \_\_\_\_\_

Organization or School: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

生活技能發展及全人教育

Life Skills Development and Holistic Education

Comprehensive Curriculum Series

# 學業發展自我效能量表： 使用者手冊

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歡迎取用，請註明出處。

## 1. 引言

學業發展自我效能量表 (AD-SEI) 由生活技能發展計劃研究小組設計和發展，用作評估香港高中學生的學業發展自我效能感。教師和輔導人員可利用此量表，聯同其他評估方法例如教師觀察、小組面談、審視學生工作紀錄等，了解及監察學生在學業發展能力的成就。因此，教師及輔導人員可藉此有系統和一致地籌辦學業發展活動，以及評估學生的學習成果。

## 2. 學業發展自我效能量表的背景

生活教育成為近年香港教育改革的主要使命 (Hong Kong Education Commission, 2000a, 2000b)。當局更期望所有學校透過全方位成長輔導計劃，推行全校性的輔導活動 (Hong Kong Education Department, 2002)。全方位成長輔導計劃的兩個主要步驟為：(1) 為學生發展成長輔導課程和 (2) 檢視學生在校參與成長輔導活動後所能達到的能力 (Gysbers & Henderson, 2000; Starr & Gysbers, 1993)。

本計劃研究小組得到優質教育基金的贊助，積極為香港高中學生發展一系列全面、有系統和具發展性的輔導課程及活動資源手冊。內容涵蓋三個發展範疇：學業發展、事業發展、個人與群性發展 (Yuen et al., 2002)。此系列手冊提供一套有效的方法，列舉學生在這三個範疇的能力和輔導活動，確保傳授時的一致性和連貫性。

本評估工具主要目的是以自我匯報的形式評估學生在不同學業發展能力的信心程度，其架構取材於艾思柏教授的生活事業發展理論和他所發展的全方位輔導模式 (Gysbers & Henderson, 2000)。生活事業發展 (Life Career Development) 的定義是：「個人一生中透過整合不同的人生角色、身處環境和生活事件，而得到的自我成長」 (Gysbers, 1998, p.45)。生活事業發展敘述、解釋和假設個人一生中在不同生活事件 (例如：出生、入學、畢業、結婚、退休、生病和死亡)，和處於不同環境 (例如：家庭、學校、工作地點、社區)，會擔當的不同角色 (例如：學生、在職人士、朋友、顧客、民眾、父母)。

全方位學校輔導計劃的其中一項主要目標是幫助學生掌握生活技能，以處理影響他們成長和發展的當前問題 (Gysbers, 1998, p.46)。其次是提高學生的事業意識，幫助他們了解將來可能面對的人生角色、環境和生活事件，從而使他們作出明智的個人和事業抉擇 (Gysbers & Henderson, 2000)。

對於評估個人在處理不同生活任務的自我理解信心程度，Bandura (1977) 的自我



效能概念 (self-efficacy construct) 為建立有關的評估工具提供了支持的理據。不同學者已開始在不同範疇發展可信和有效的學生自我匯報評估工具 (Betz & Hackett, 1983; Betz & Luzzo, 1996; Chemers, Hu, & Garcia, 2001; Joo, Bong, & Choi, 2000; Lent, Brown, & Larkin, 1986; Lent, Brown, & Gore, 1997; Pajares & Miller, 1995; Sherer & Maddux, 1982; Zimmerman, Bandura, & Martinez-Pons, 1992)。在美國，一些學者 (Gysbers, Lapan, Multon, & Lukin, 1996) 建立了密蘇里輔導能力評估研究 (Missouri Guidance Competency Evaluation Survey)，概括了三項主要生活技能：事業計劃和探索 (Career Planning and Exploration)、自我了解和了解他人 (Knowledge of Self and Others)、學業和職業發展 (Educational and Vocational Development) (Lapan, Gysbers, Multon, & Pike, 1997)。高中學校的調查列出學生在學業發展的十九項題目 (例如：我知道如何改善我的書寫、閱讀、說話、聆聽和計算能力)。這些題目的內容特別配合密蘇里輔導課程內的三個學業分項，包括：(1) 改善基本技能和學習能力，(2) 向朋友和已畢業的人士學習，及 (3) 職業選擇及培訓。

再者，Bandura (1990) 又建立自我效能多向度量表 (Multidimensional Scales of Perceived Self-Efficacy)，將學生能力分為九個項目：(1) 羅致社會資源，(2) 學業成就，(3) 自我調整學習，(4) 閒暇時間運用技能及課外活動，(5) 自我調整效能以抗拒同輩的壓力，(6) 達致他人期望，(7) 社交自我效能，(8) 自我肯定效能，及 (9) 獲取父母和社區的支持。根據這些學業及個人與群性的概念，本計劃研究小組嘗試發展和建立一項評估學生學業發展自我效能的評估工具。

於此項研究，學業發展自我效能的定義是：「學生對自己在學業方面有良好表現的信心程度」 (Chemers, Hu, & Garcia, 2001, p.59)，目的並非針對學生在某些學術科目有良好表現的信心程度，而是旨在發展評估工具，量度學生在校取得學業成就的一般技能。學業發展能力可涵蓋：時間管理、掌握學習及應試技巧、訂立學業計劃和專注學習的能力 (Yuen et al., 2003)。

### 3. 學業發展自我效能量表的發展

生活技能發展計劃研究小組舉辦了四次聚焦小組討論，邀請了二十七位來自二十七間中學的高中學生參與討論，一起界定和確認高中學生的主要生活技能。研究小組進一步把學生所提出的生活技能歸納成為三個範疇 (學業發展、事業發展、個人與群性發展)，共二十六個項目；然後再邀請由學校輔導專業人員、政府及私人機構的人事培訓人員所組成的專家小組共同評定所有題目的相關性，挑選和歸類。每題題目的文字和分類，都經專家小組成員討論、改進和重新整理。

### 3. 學業發展自我效能量表的發展

學業發展自我效能量表與其他評估工具首先在十二間香港中學試用，經過信度測試，每個項目再選取最好的四題題目。然後根據參與者的意見，再修改和整理量表的指引和題目的措詞。

學業發展自我效能量表載於**附件一**，由二十題有關高中學生學業發展的題目組成五個項目，包括：時間管理、學習和應試技巧、向朋友學習、升學計劃、做負責任的學習者 (Yuen et al., 2002)。每個項目有四題題目，每位答題者需要在李克特量尺 (Likert Scale) 的六點量尺上，圈上他們對完成不同任務的信心程度。六點量尺的等級 1 代表「非常沒有信心」，6 代表「非常有信心」，如此類推。這個量表可供一群學生利用大約十分鐘時間完成。

此份學業發展自我效能量表共有二十題題目。以下是各分項和題目：

#### **時間管理**

- 妥善分配和掌握時間。
- 做事有計劃。
- 在指定時間內，完成需要做的事情。
- 為自己編排時間表，並付諸實行。

#### **學習和應試技巧**

- 掌握測驗和考試的答題技巧。
- 提升自己的寫作、閱讀、聆聽、說話和計算技巧。
- 培養良好的學習習慣。
- 在測驗 / 考試前，有充足的準備。

#### **向朋友學習**

- 向就讀專上學院的朋友了解就讀專上學院所遇到的困難。
- 在選擇專上學院時遇到問題，向朋友請教解決的方法。
- 在升學時，向朋友索取大學或其他專上學院的資料。
- 在升學時，諮詢朋友的意見。

#### **升學計劃**

- 為升學找尋資料，作好準備。
- 搜集各間專上學院的資料和它們提供的課程內容。
- 揀選適合自己的專上學院。
- 取得有關獎學金和經濟資助的資料。

### 做負責任的學習者

- 遵守學校和課室的規則。
- 在學校裡，尊重他人。
- 行使學生應有的責任和權利。
- 考慮自己的行為所帶來的後果。

如將每個項目裡的四題題目的分數加起來，便可得到答題者在每個項目的總分。將每個項目的總分除以四，便可得到答題者在各分項的平均分數。將五個項目的平均分數加起來再除以五，便可得到答題者在學業發展範疇的總平均分數（見附件二）。

## 4. 學業發展自我效能量表的效度

這本手冊簡介學業發展自我效能量表，在以6776名香港高中學生的問卷作確效研究時的心理測量特性 (Yuen et al., 2004)。

這 6776 名高中學生所作答的問卷通過驗證性因素分析 (Confirmatory Factor Analyses)，顯示五個初級因子 (primary factors) 產生一個適配的模型 (NNFI = .91；GFI = .918；RMSR = .49；和 RMSEA = .70)。研究小組再測試學業發展自我效能量表的題目的結構系數 (structure coefficients)，顯示所有題目組合與假設因子模型配合。所有二十題題目的負荷值 (loading) 高於 .62。

初步確效測試顯示：(1) 此量表與其他評估工具，包括學習能力自我效能感 (study skills self-efficacy) ( $r = .76$ )、自尊感 (self-esteem) ( $r = .44$ )、希望感 (hope agency) ( $r = .50$ )、希望路向 (hope pathway) ( $r = .39$ )，都有正面的相關和聯繫；(2) 與抑鬱感 (depression) ( $r = -.37$ )、孤寂感 (loneliness) ( $r = -.30$ ) 有負面的相關和聯繫；(3) 與社會期許性 (social desirability) ( $r = -.34$ ) 和生活滿足感 (life satisfaction) ( $r = .33$ ) 有少許相關性。

## 5. 學業發展自我效能量表的信度

把整個學業發展範疇作分析，得到滿意的內部一致性 (internal consistency) (系數 = .93)。而學業發展範疇內的五個項目經個別分析後，也有滿意的內部一致性，分別是：時間管理 (系數 = .80)、學習和應試技巧 (系數 = .80)、向朋友學習 (系數 = .84)、學業計劃 (系數 = .81)、做負責任的學習者 (系數 = .77)。有關學業發展自我效能量表的心理測量特性，可參考本計劃小組所著作的另一文章 (Yuen et al., 2004)。

## 6. 使用建議

學業發展自我效能量表對學生評估、活動評估和推行及提升全方位學校計劃質素的關係有著重要的作用 (Gysbers, 2000; Hui, 2000; Watkins, 2001)。首先，在策劃切合學生需要的輔導課程時，學業發展自我效能量表可以用作測試學生在不同學業發展項目的自我效能感。此量表也可以與其他評估方法 (例如學生和家長訪問、教師觀察等) 共用，讓輔導人員更加了解不同級別、組別和不同性別學生的強項和有待改善之處。有關一些提升學生學業發展的活動建議和參考書目，可參看**相關參考資料 B**。

第二，此量表也可以評估學生於不同時期在學業發展自我效能上的轉變。學生可以首先填答量表一次，經過一連串的學業輔導活動後，再完成另一次的測試，從而讓輔導人員了解學生在活動前後的學業發展能力的轉變。輔導人員可利用從這個量表所取得的數據，檢討輔導活動的成果，並作出改善。本手冊的**附件三及四**載有學生學業發展的剖析圖表和討論建議，可供參考；而本手冊**相關參考資料 A**的標準表格也供用作比較自己所採用樣本的結果。

使用者需要留意，學業發展自我效能量表乃群組評估的工具，並非用作測試或評估個別學生。若教師認為某些學生在學業和個人輔導方面需要接受個別評估，可轉介這些學生予曾接受專業培訓的輔導教師、事業輔導教師、心理輔導員、社工或教育心理學家。

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# 學業發展自我效能量表： 使用者手冊

## 附件

- 一. 學業發展自我效能量表
- 二. 分數計算表
- 三. 剖析圖表
- 四. 討論指引
- 五. 准予信及回覆便條



## 附件一：學業發展自我效能量表 (中文版本)

請細心閱讀下列各題，按著你能掌握該項技能的信心程度，圈出最適當的答案。

- 1 — 非常沒有信心
- 2 — 沒有信心
- 3 — 略沒有信心
- 4 — 略有信心
- 5 — 有信心
- 6 — 非常有信心

非常沒有信心  
沒有信心  
略沒有信心  
略有信心  
有信心  
非常有信心

### 我有信心我能……

- 1. 妥善分配和掌握時間。 1 2 3 4 5 6
- 2. 掌握測驗和考試的答題技巧。 1 2 3 4 5 6
- 3. 向就讀專上學院的朋友了解就讀專上學院所遇到的困難。 1 2 3 4 5 6
- 4. 為升學找尋資料，作好準備。 1 2 3 4 5 6
- 5. 遵守學校和課室的規則。 1 2 3 4 5 6

### 我有信心我能……

- 6. 做事有計劃。 1 2 3 4 5 6
- 7. 提升自己的寫作、閱讀、聆聽、說話和計算技巧。 1 2 3 4 5 6
- 8. 在選擇專上學院時遇到問題，向朋友請教解決的方法。 1 2 3 4 5 6
- 9. 搜集各間專上學院的資料和它們提供的課程內容。 1 2 3 4 5 6
- 10. 在學校裡，尊重他人。 1 2 3 4 5 6



**我有信心我能 .....**

- |                             |   |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|---|
| 11. 在指定時間內，完成需要做的事情。        | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. 培養良好的學習習慣。              | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. 在升學時，向朋友索取大學或其他專上學院的資料。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. 揀選適合自己的專上學院。            | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. 行使學生應有的責任和權利。           | 1 | 2 | 3 | 4 | 5 | 6 |

**我有信心我能 .....**

- |                       |   |   |   |   |   |   |
|-----------------------|---|---|---|---|---|---|
| 16. 為自己編排時間表，並付諸實行。   | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. 在測驗 / 考試前，有充足的準備。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. 在升學時，諮詢朋友的意見。     | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. 取得有關獎學金和經濟資助的資料。  | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. 考慮自己的行為所帶來的後果。    | 1 | 2 | 3 | 4 | 5 | 6 |

## 附件二：分數計算表

### 學業發展自我效能量表的分數計算

#### 每個項目的總分數：

學業發展可分五個項目，首先請在橫線上填上你在每題題目的分數，然後將每個項目的四題題目的分數加起來，便能得到你在每個項目的總分數。

時間管理		學習和 應試技巧		向朋友學習		升學計劃		做負責任 的學習者	
題目	分數	題目	分數	題目	分數	題目	分數	題目	分數
1	_____	2	_____	3	_____	4	_____	5	_____
6	_____	7	_____	8	_____	9	_____	10	_____
11	_____	12	_____	13	_____	14	_____	15	_____
16	_____	17	_____	18	_____	19	_____	20	_____
總分	_____	總分	_____	總分	_____	總分	_____	總分	_____

#### 每個項目的平均分數（最少為 1 分，最多為 6 分）

將每個項目的總分數除以 4，便能得到每個項目的平均分數。

_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____	_____ ÷ 4 = _____
時間管理	學習和 應試技巧	向朋友學習	升學計劃	做負責任 的學習者

#### 學業發展範疇的總平均分數（最少為 1 分，最多為 6 分）：

將每個項目的平均分數加起來，再除以 5，便能得到學業發展範疇的總平均分數。

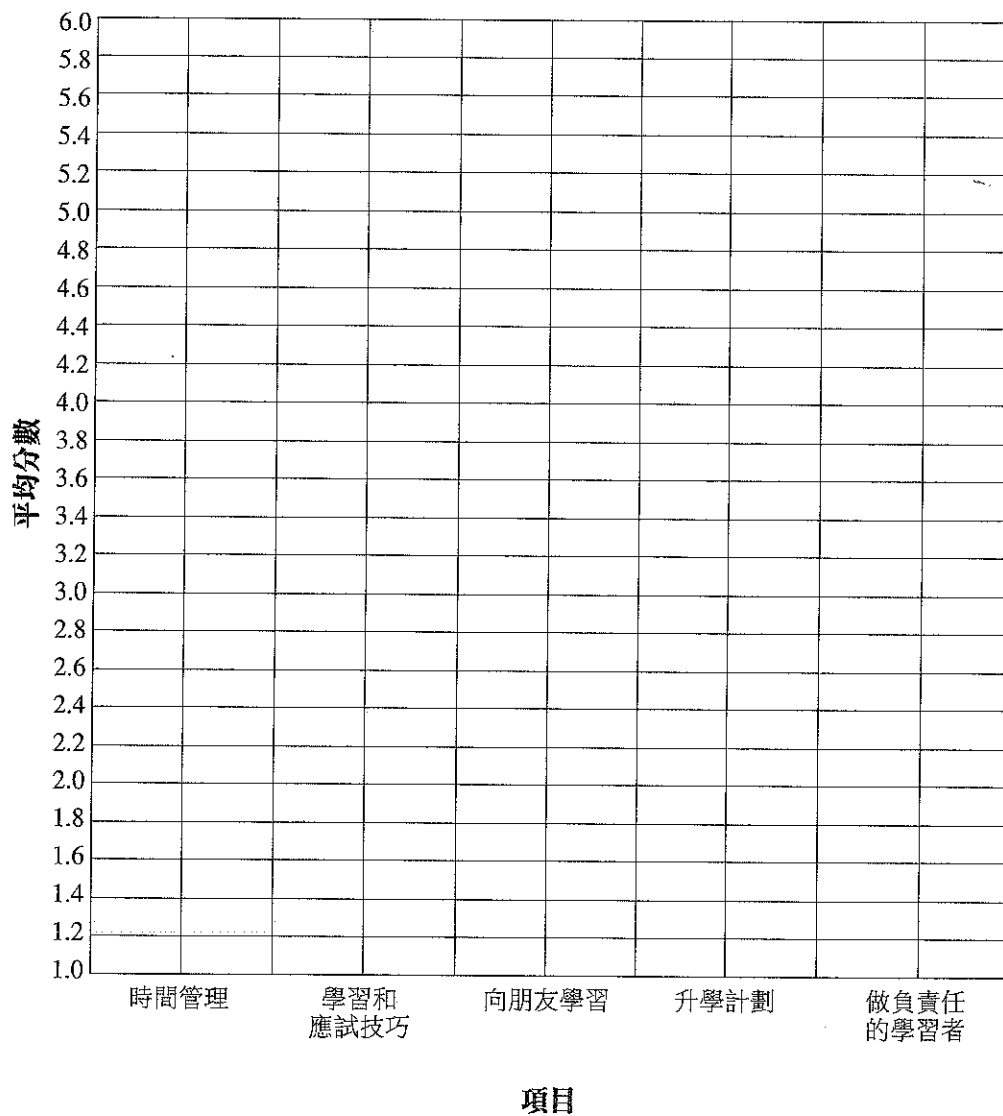
_____	+	_____	+	_____	+	_____	+	_____	=	_____	÷ 5 =	_____
時間管理		學習和 應試技巧		向朋友 學習		升學計劃		做負責任 的學習者		總分		學業發展 的總平均分

## 附件三：剖析圖表

### 學業發展

請以折線圖表形式，將學生在每個項目的平均分數的點數以折線連接起來，便能得到學業發展剖析圖表，有助了解學生在學業發展的各分項的信心程度。

### 剖析圖表



## 附件四：討論指引

以下問題可作為指引，探討研究結果對個別學校的啟示。

1. 本校學生在學業發展範疇內每個項目裡的強項是甚麼？  
\_\_\_\_\_
  
2. 本校有何政策、活動和計劃，是有助學生的正面發展？
  - a. 課程和課堂輔導： \_\_\_\_\_
  - b. 聯課活動： \_\_\_\_\_
  - c. 個人及小組學業計劃： \_\_\_\_\_
  - d. 個人及小組輔導： \_\_\_\_\_
  - e. 對教師發展及家長參與的支持： \_\_\_\_\_
  
3. 比較不同組別的學生，研究結果有否反映出不同需求？
  - a. 中四/中五： \_\_\_\_\_
  - b. 中六/中七： \_\_\_\_\_
  - c. 女生/男生： \_\_\_\_\_
  
4. 比較同一組別學生前測和後測的結果，在這段時間內學生有否在學業發展方面得到顯著的改善？  
\_\_\_\_\_  
\_\_\_\_\_
  
5. 其他行動建議？  
\_\_\_\_\_  
\_\_\_\_\_

## 附件五：准予信及回覆便條

敬啟者：

有關：准予使用學業發展自我效能量表 (AD-SEI)

謝謝你有意使用學業發展自我效能量表 (Academic Development Self-Efficacy Inventory (AD-SEI) (c))。

凡有意使用AD-SEI作研究及課程評估之人士必須遵守下列兩項條件才獲准予：第一，閣下必須根據下示格式於論文中引述曾使用 AD-SEI 進行研究：

袁文得、艾思柏、許錦屏、梁健文、劉兆瑛、陳茂釗、余文基、柯新艷 (2004)。《學業發展自我效能量表：使用者手冊》。香港：香港大學教育學院生活技能發展計劃。

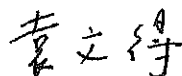
第二，如閣下使用 AD-SEI 進行研究，必須將研究結論之撮要及刊登論文之印刷品類別及名稱告知我們 (例如：刊物、研究報告、論文/專題論文等)。閣下於使用AD-SEI 前，請於回覆便條上填妥是否願意遵守上述條件，然後將便條寄回給我們。

如有任何疑問，歡迎聯絡我們。

此致

各位同事

香港大學教育學院  
副教授及計劃主管



袁文得博士謹啟

## 回覆便條

致：香港薄扶林道  
香港大學  
教育學院  
袁文得博士

本人申請使用學業發展自我效能量表(AD-SEI)。

本人願意於使用AD-SEI時遵守下列兩項條件：如本人於論文中曾使用AD-SEI進行研究，無論論文刊登在任何印刷品，均會根據以下形式引述：

袁文得、艾思柏、許錦屏、梁健文、劉兆瑛、陳茂釗、余文基、柯新艷(2004)。《學業發展自我效能量表：使用者手冊》。香港：香港大學教育學院生活技能發展計劃。

本人將會通知閣下使用AD-SEI所獲之研究結論撮要及刊登研究結論之印刷品之名稱及類別。

(簽名) \_\_\_\_\_ 日期： \_\_\_\_\_

姓名： \_\_\_\_\_

職位： \_\_\_\_\_

機構或學校： \_\_\_\_\_

地址： \_\_\_\_\_

電話： \_\_\_\_\_ 傳真： \_\_\_\_\_

電郵： \_\_\_\_\_

(本回覆便條可影印使用)

# 學業發展自我效能量表：

使用者手冊

## Academic Development Self - Efficacy Inventory : Users' Manual

Related Reference Information

### 相關參考資料

A. Norm Tables

標準表格

B. Suggested Guidance Activities for Enhancing  
Students' Academic Development

提升學生學業發展的活動建議

## A. Norm Tables

### A. 標準表格

**Table 1. Percentiles and Raw Scores Norm Table (Academic Development)**

**表 1. 百分等級及原分數對算表 (學業發展)**

Percentiles 百分等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6740)	S.4 中四 (n=2625)	S.5 中五 (n=1648)	S.6 中六 (n=1518)	S.7 中七 (n=949)
95th	5.10	5.15	5.10	5.05	5.10
90th	4.90	4.95	4.90	4.90	4.90
75th	4.50	4.50	4.45	4.50	4.55
50th	4.05	4.00	3.95	4.10	4.15
25th	3.60	3.55	3.50	3.70	3.75
10th	3.15	3.05	3.05	3.35	3.40
5th	2.85	2.70	2.70	3.10	3.15

**Table 2. Percentiles and Raw Scores Norm Table (Academic Development)**

**表 2. 百分等級及原分數對算表 (學業發展)**

Percentiles 百分等級	Boys 男生				
	All Boys 所有男生 (N=3036)	S.4 中四 (n=1255)	S.5 中五 (n=807)	S.6 中六 (n=618)	S.7 中七 (n=356)
95th	5.15	5.20	5.10	5.10	5.25
90th	4.90	4.95	4.89	4.85	5.00
75th	4.50	4.50	4.40	4.50	4.65
50th	4.00	4.00	3.95	4.00	4.15
25th	3.55	3.50	3.45	3.60	3.70
10th	3.05	3.00	2.95	3.20	3.29
5th	2.75	2.65	2.62	2.90	3.05

**Table 3. Percentiles and Raw Scores Norm Table (Academic Development)**

**表 3. 百分等級及原分數對算表 (學業發展)**

Percentiles 百分等級	Girls 女生				
	All Girls 所有女生 (N=3637)	S.4 中四 (n=1331)	S.5 中五 (n=828)	S.6 中六 (n=891)	S.7 中七 (n=587)
95th	5.10	5.10	5.10	5.05	5.05
90th	4.90	4.95	4.90	4.90	4.85
75th	4.50	4.50	4.45	4.50	4.55
50th	4.05	4.05	4.00	4.15	4.15
25th	3.65	3.55	3.55	3.75	3.80
10th	3.25	3.15	3.10	3.40	3.45
5th	2.95	2.73	2.80	3.25	3.25



**Table 4. Percentiles and Raw Scores Norm Table (Time Management)**  
**表 4. 百份等級及原分數對算表 (時間管理)**

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6740)	S.4 中四 (n=2625)	S.5 中五 (n=1648)	S.6 中六 (n=1518)	S.7 中七 (n=949)
	95th	5.25	5.25	5.00	5.00
90th	5.00	5.00	4.75	4.75	5.00
75th	4.25	4.50	4.25	4.25	4.25
50th	3.75	4.00	3.75	3.75	3.75
25th	3.25	3.25	3.25	3.25	3.25
10th	2.75	2.75	2.75	2.75	2.75
5th	2.25	2.25	2.25	2.50	2.50

**Table 5. Percentiles and Raw Scores Norm Table (Time Management)**  
**表 5. 百份等級及原分數對算表 (時間管理)**

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3036)	S.4 中四 (n=1255)	S.5 中五 (n=807)	S.6 中六 (n=618)	S.7 中七 (n=356)
	95th	5.25	5.25	5.25	5.00
90th	5.00	5.00	5.00	4.75	5.00
75th	4.50	4.50	4.25	4.25	4.50
50th	3.75	4.00	3.75	3.75	3.75
25th	3.25	3.25	3.25	3.25	3.25
10th	2.75	2.75	2.75	2.75	2.75
5th	2.25	2.50	2.25	2.25	2.25

**Table 6. Percentiles and Raw Scores Norm Table (Time Management)**  
**表 6. 百份等級及原分數對算表 (時間管理)**

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3637)	S.4 中四 (n=1331)	S.5 中五 (n=828)	S.6 中六 (n=891)	S.7 中七 (n=587)
	95th	5.00	5.25	5.00	5.00
90th	4.75	5.00	4.75	4.75	4.75
75th	4.25	4.50	4.25	4.25	4.25
50th	3.75	3.75	3.75	3.75	3.75
25th	3.25	3.25	3.25	3.25	3.25
10th	2.75	2.75	2.50	3.00	2.75
5th	2.25	2.25	2.25	2.50	2.50

**Table 7. Percentiles and Raw Scores Norm Table (Study and Examination Skills)**  
**表 7. 百份等級及原分數對算表 (學習和應試技巧)**

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6740)	S.4 中四 (n=2625)	S.5 中五 (n=1648)	S.6 中六 (n=1518)	S.7 中七 (n=949)
95th	5.25	5.25	5.00	5.00	5.00
90th	5.00	5.00	4.75	4.75	4.75
75th	4.25	4.50	4.25	4.25	4.50
50th	3.75	4.00	3.75	3.75	3.75
25th	3.25	3.25	3.25	3.25	3.25
10th	2.75	2.75	2.75	3.00	3.00
5th	2.50	2.25	2.25	2.50	2.50

**Table 8. Percentiles and Raw Scores Norm Table (Study and Examination Skills)**  
**表 8. 百份等級及原分數對算表 (學習和應試技巧)**

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3036)	S.4 中四 (n=1255)	S.5 中五 (n=807)	S.6 中六 (n=618)	S.7 中七 (n=356)
95th	5.25	5.25	5.25	5.25	5.25
90th	5.00	5.00	4.75	5.00	5.00
75th	4.50	4.50	4.25	4.50	4.50
50th	4.00	4.00	3.75	3.75	4.00
25th	3.25	3.25	3.25	3.50	3.50
10th	2.75	2.75	2.70	2.75	3.00
5th	2.25	2.25	2.25	2.50	2.50

**Table 9. Percentiles and Raw Scores Norm Table (Study and Examination Skills)**  
**表 9. 百份等級及原分數對算表 (學習和應試技巧)**

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3637)	S.4 中四 (n=1331)	S.5 中五 (n=828)	S.6 中六 (n=891)	S.7 中七 (n=587)
95th	5.00	5.25	5.00	5.00	5.00
90th	4.75	4.75	4.75	4.75	4.75
75th	4.25	4.50	4.25	4.25	4.25
50th	3.75	3.75	3.75	3.75	3.75
25th	3.25	3.25	3.25	3.25	3.25
10th	2.75	2.75	2.75	3.00	3.00
5th	2.50	2.25	2.25	2.65	2.50

**Table 10. Percentiles and Raw Scores Norm Table (Learning from Friends)**  
**表 10. 百份等級及原分數對算表 (向朋友學習)**

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6740)	S.4 中四 (n=2625)	S.5 中五 (n=1648)	S.6 中六 (n=1518)	S.7 中七 (n=949)
	95th	5.20	5.25	5.25	5.50
90th	5.00	5.00	5.00	5.00	5.25
75th	4.75	4.50	4.50	4.75	4.75
50th	4.00	4.00	4.00	4.25	4.25
25th	3.50	3.50	3.50	3.75	3.75
10th	3.00	2.75	3.00	3.25	3.50
5th	2.50	2.25	2.50	3.00	3.00

**Table 11. Percentiles and Raw Scores Norm Table (Learning from Friends)**  
**表 11. 百份等級及原分數對算表 (向朋友學習)**

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3036)	S.4 中四 (n=1255)	S.5 中五 (n=807)	S.6 中六 (n=618)	S.7 中七 (n=356)
	95th	5.25	5.25	5.25	5.50
90th	5.00	5.00	5.00	5.00	5.25
75th	4.50	4.50	4.50	4.75	4.75
50th	4.00	4.00	4.00	4.00	4.25
25th	3.50	3.25	3.25	3.75	3.75
10th	3.00	2.75	2.75	3.00	3.25
5th	2.25	2.25	2.25	2.75	2.75

**Table 12. Percentiles and Raw Scores Norm Table (Learning from Friends)**  
**表 12. 百份等級及原分數對算表 (向朋友學習)**

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3637)	S.4 中四 (n=1331)	S.5 中五 (n=828)	S.6 中六 (n=891)	S.7 中七 (n=587)
	95th	5.28	5.25	5.25	5.50
90th	5.00	5.00	5.00	5.20	5.25
75th	4.75	4.75	4.50	4.75	4.75
50th	4.25	4.00	4.00	4.25	4.25
25th	3.75	3.50	3.50	3.75	4.00
10th	3.25	3.00	3.00	3.50	3.50
5th	2.75	2.50	2.75	3.00	3.00

**Table 13. Percentiles and Raw Scores Norm Table (Educational Planning)**  
**表 13. 百分等級及原分數對算表 (升學計劃)**

Percentiles 百分等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6740)	S.4 中四 (n=2625)	S.5 中五 (n=1648)	S.6 中六 (n=1518)	S.7 中七 (n=949)
95th	5.25	5.25	5.25	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.50	4.50	4.50	4.75	4.75
50th	4.00	4.00	3.70	4.00	4.00
25th	3.25	3.25	3.25	3.50	3.50
10th	2.75	2.75	2.67	3.00	3.25
5th	2.25	2.08	2.25	2.75	2.75

**Table 14. Percentiles and Raw Scores Norm Table (Educational Planning)**  
**表 14. 百分等級及原分數對算表 (升學計劃)**

Percentiles 百分等級	Boys 男生				
	All Boys 所有男生 (N=3036)	S.4 中四 (n=1255)	S.5 中五 (n=807)	S.6 中六 (n=618)	S.7 中七 (n=356)
95th	5.25	5.25	5.25	5.26	5.50
90th	5.00	5.00	5.00	5.00	5.00
75th	4.50	4.50	4.25	4.50	4.75
50th	4.00	3.75	3.75	4.00	4.00
25th	3.25	3.25	3.00	3.25	3.50
10th	2.75	2.50	2.50	3.00	3.00
5th	2.25	2.00	2.00	2.50	2.50

**Table 15. Percentiles and Raw Scores Norm Table (Educational Planning)**  
**表 15. 百分等級及原分數對算表 (升學計劃)**

Percentiles 百分等級	Girls 女生				
	All Girls 所有女生 (N=3637)	S.4 中四 (n=1331)	S.5 中五 (n=828)	S.6 中六 (n=891)	S.7 中七 (n=587)
95th	5.25	5.25	5.25	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.50	4.50	4.50	4.75	4.75
50th	4.00	4.00	4.00	4.00	4.00
25th	3.50	3.25	3.25	3.50	3.75
10th	3.00	2.75	2.75	3.00	3.25
5th	2.50	2.25	2.25	3.00	2.85

**Table 16. Percentiles and Raw Scores Norm Table (Being a Responsible Learner)**  
**表 16. 百份等級及原分數對算表 (做負責任的學習者)**

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6740)	S.4 中四 (n=2625)	S.5 中五 (n=1648)	S.6 中六 (n=1518)	S.7 中七 (n=949)
95th	5.75	5.75	5.75	5.75	5.75
90th	5.50	5.50	5.50	5.50	5.50
75th	5.00	5.00	5.00	5.00	5.25
50th	4.50	4.50	4.50	4.75	4.75
25th	4.00	4.00	4.00	4.25	4.25
10th	3.50	3.25	3.50	3.75	3.75
5th	3.00	3.00	3.00	3.50	3.50

**Table 17. Percentiles and Raw Scores Norm Table (Being a Responsible Learner)**  
**表 17. 百份等級及原分數對算表 (做負責任的學習者)**

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3036)	S.4 中四 (n=1255)	S.5 中五 (n=807)	S.6 中六 (n=618)	S.7 中七 (n=356)
95th	5.75	5.75	5.75	5.75	5.75
90th	5.50	5.50	5.50	5.50	5.50
75th	5.00	5.00	5.00	5.00	5.25
50th	4.50	4.50	4.50	4.50	4.75
25th	4.00	3.75	4.00	4.00	4.00
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	2.75	3.00	3.25	3.25

**Table 18. Percentiles and Raw Scores Norm Table (Being a Responsible Learner)**  
**表 18. 百份等級及原分數對算表 (做負責任的學習者)**

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3637)	S.4 中四 (n=1331)	S.5 中五 (n=828)	S.6 中六 (n=891)	S.7 中七 (n=587)
95th	5.75	5.75	5.75	5.75	5.75
90th	5.50	5.50	5.50	5.50	5.50
75th	5.00	5.00	5.00	5.25	5.00
50th	4.75	4.50	4.50	4.75	4.75
25th	4.25	4.00	4.00	4.25	4.25
10th	3.75	3.50	3.75	4.00	4.00
5th	3.25	3.00	3.25	3.50	3.75

**Table 19. Students' Mean Scores on Academic Development**  
**表 19. 學生在學業發展的平均分數**

Categories 項目	Students 學生				
	Total 全部 (N=6740)	S.4 中四 (n=2625)	S.5 中五 (n=1648)	S.6 中六 (n=1518)	S.7 中七 (n=949)
	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)
Time Management 時間管理	3.80 (.86)	3.85 (.88)	3.76 (.87)	3.78 (.81)	3.80 (.85)
Study and Examination Skills 學習和應試技巧	3.82 (.84)	3.85 (.89)	3.74 (.86)	3.82 (.77)	3.86 (.78)
Learning from Friends 向朋友學習	4.07 (.86)	3.97 (.91)	3.96 (.87)	4.23 (.77)	4.29 (.75)
Educational Planning 升學計劃	3.91 (.89)	3.84 (.93)	3.78 (.92)	4.02 (.82)	4.12 (.78)
Being a Responsible Learner 做負責任的學習者	4.53 (.79)	4.45 (.85)	4.47 (.80)	4.64 (.69)	4.70 (.67)

**Table 20. Boys' Mean Scores on Academic Development**  
**表 20. 男生在學業發展的平均分數**

Categories 項目	Boys 男生				
	Total 全部 (N=3036)	S.4 中四 (n=1255)	S.5 中五 (n=807)	S.6 中六 (n=618)	S.7 中七 (n=356)
	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)
Time Management 時間管理	3.82 (.89)	3.89 (.89)	3.79 (.89)	3.74 (.87)	3.80 (.92)
Study and Examination Skills 學習和應試技巧	3.86 (.87)	3.90 (.90)	3.77 (.88)	3.86 (.83)	3.95 (.81)
Learning from Friends 向朋友學習	3.99 (.90)	3.91 (.94)	3.90 (.90)	4.13 (.81)	4.24 (.81)
Educational Planning 升學計劃	3.84 (.92)	3.81 (.95)	3.72 (.94)	3.94 (.86)	4.09 (.83)
Being a Responsible Learner 做負責任的學習者	4.44 (.84)	4.38 (.89)	4.38 (.86)	4.54 (.74)	4.60 (.77)

**Table 21. Girls' Mean Scores on Academic Development**  
**表 21. 女生在學業發展的平均分數**

Categories 項目	Girls 女生				
	Total 全部 (N=3637)	S.4 中四 (n=1331)	S.5 中五 (n=828)	S.6 中六 (n=891)	S.7 中七 (n=587)
	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)	M(SD)平均分(標準差)
Time Management 時間管理	3.79 (.83)	3.81 (.87)	3.73 (.85)	3.80 (.76)	3.79 (.81)
Study and Examination Skills 學習和應試技巧	3.78 (.81)	3.81 (.86)	3.72 (.83)	3.80 (.72)	3.80 (.75)
Learning from Friends 向朋友學習	4.14 (.82)	4.03 (.88)	4.02 (.83)	4.30 (.72)	4.31 (.72)
Educational Planning 升學計劃	3.96 (.86)	3.89 (.91)	3.85 (.89)	4.08 (.78)	4.12 (.76)
Being a Responsible Learner 做負責任的學習者	4.61 (.73)	4.51 (.82)	4.56 (.74)	4.72 (.64)	4.75 (.61)

## B. Suggested Guidance Activities for Enhancing Students' Academic Development

### B. 提升學生學業發展的活動建議

For guidance activities on academic development, the users may refer to the following suggested activities and the Activity Guide accompanying this manual.

以下是一些可供參考的學業發展活動/課程建議。本計劃小組將會出版有關生活技能發展活動的教材套，提供參考活動/課程。若需要搜集相關的活動/課程，也可參考此教材套。

Categories (項目)	Suggested Activities (活動建議)
<b>Time Management</b> 時間管理	☺ Still more activities that teach, p. 233. ☺ Dream catchers, pp. 54-69.
<b>Study and Examination Skills</b> 學習和應試技巧	☺ Missouri Comprehensive Guidance Kit, HS-307-337. ☺ Lifelines, 4, pp. 10-13; pp. 28-33. ☺ Lifelines, 5, pp. 10-13; pp. 44-47. ☺ 同班幾分親(上篇)，頁 27-39。
<b>Learning from Friends</b> 向朋友學習	☺ Missouri Comprehensive Guidance Kit, HS-339-347.
<b>Educational Planning</b> 升學計劃	☺ Missouri Comprehensive Guidance Kit, HS-115-163. ☺ Activities for individualized career exploration and planning, pp.74-78. ☺ Career preparation, pp. 21-58. ☺ 繽紛社會探索 3(教師手冊)，頁 2-9。
<b>Being a Responsible Learner</b> 做負責任的學習者	☺ Lifelines, 4, pp. 44-49; pp. 78-79. ☺ More activities that teach, pp.315. ☺ 同班幾分親(上篇)，頁 55-65。 ☺ 同班幾分親(下篇)，頁 53-61。

## References

### 參考書目

Farr, J. M., & Christophersen, S. (1991). *Career preparation: Getting the most from training and education*. Indianapolis, IN: JIST Works.

- \* This book helps students recognize the importance of school experience for their future.
- \* 此書有助學生肯定學校生活體驗對他們將來發展的重要性。

Foster, J. (1988). *Lifelines, 4*. London: Collins Educational.

- \* This is a course book for personal and social development for secondary school students in the U.K.
- \* 此書乃為英國中學生而設的個人及社交發展的課程。

Foster, J. (1988). *Lifelines, 5*. London: Collins Educational.

- \* This is a course book for personal and social development for secondary school students in the U.K.
- \* 此書乃為英國中學生而設的個人及社交發展的課程。

Jackson, T. (1995). *More activities that teach*. Cedar City, UT: Active Learning Center.

- \* This is a set of activities that have been tested in the real world classrooms.
- \* 此書提供一系列已在現實課堂驗證過的活動。

Jackson, T. (2000). *Still more activities that teach*. UT: Active Learning Center.

- \* This is a set of activities that have been tested in the real world classrooms.
- \* 此書提供一系列已在現實課堂驗證過的活動。

Lindsay, N. (1998). *Dream catchers: Developing career and educational awareness*. Indianapolis, IN: JIST Works.

- \* This book helps students explore the world of careers and to make choices for their future.
- \* 此書可幫助學生探索事業和對自己的將來發展作出抉擇。

*Missouri Comprehensive Guidance Kit for High School (9-12)*. Columbia, Missouri: Instructional Materials Laboratory.

- \* This is a comprehensive set of classroom guidance activities designed for high school students in the state of Missouri, U.S.A. The kit could be purchased from The Instructional Materials Laboratory, University of Missouri-Columbia, 10 London Hall, Columbia, Missouri 65211, U.S.A. web page: <http://www.iml.coe.missouri.edu>
- \* 此乃一套為美國高中學生而設的課堂輔導活動教材，可供購買，詳情請參考以上的地址及網址。



Winefordner, D. W. (1994). *Activities for individualized career exploration and planning*.  
Charleston, West Virginia: Appalachia Educational Laboratory.

- \* This book helps students make decisions and develop their career plans.
- \* 此書可幫助學生作出決定和發展自己的事業計劃。

張儉成、龍精亮、陳潔貞、袁彼得 (1998)。《同班幾分親 (上篇)》。香港：香港教育圖書公司。

張儉成、龍精亮、陳潔貞、袁彼得 (1998)。《同班幾分親 (下篇)》。香港：香港教育圖書公司。

- \* This is a set of classroom guidance activities for secondary students in the Hong Kong context.
- \* 此乃一系列為香港中學生而設的課堂輔導活動教材。

胡慧賢等 (2001)。《繽紛社會探索3 (教師手冊)》。香港：文達出版(香港)有限公司。

- \* This is a set of activities for secondary students in the Hong Kong context.
- \* 此乃為香港中學生而設的活動教材套。

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- |   |  |
|---|--|
| Belilios Public School                                    | Madam Lau Kam Lung Secondary School of<br>Miu Fat Buddhist Monastery |
| Buddhist Hung Sean Chau Memorial College                  | Maryknoll Fathers' School  |
| Buddhist Ma Kam Chan Memorial English<br>Secondary School | Nam Wah Catholic Secondary School                                    |
| Buddhist Sin Tak College                                  | New Asia Middle School   |
| Buddhist Wong Fung Ling College                           | Ning Po No.2 College   |
| C.C.C. Kei Chi Secondary School                           | NTHYK Southern District Secondary School                             |
| C.C.C. Kei Heep Secondary School                          | Our Lady's College   |
| C.C.C. Kung Lee College                                   | Pentecostal Lam Hon Kwong School                                     |
| C.C.C. Mong Man Wai College                               | Po Leung Kuk 1983 Board of Directors' College                        |
| Caritas Yuen Long Chan Chun Ha Secondary School           | Po Leung Kuk 1984 College  |
| Carmel Divine Grace Foundation Secondary School           | Po Leung Kuk Tang Yuk Tien College                                   |
| Cheung Sha Wan Catholic Secondary School                  | Pui Ying Secondary School  |
| Chiu Lut Sau Memorial Secondary School                    | Rosaryhill School  |
| Chong Gene Hang College                                   | S.K.H Tang Shiu Kin Secondary School                                 |
| Clementi Secondary School                                 | S.K.H. Bishop Baker Secondary School                                 |
| Concordia Lutheran School                                 | S.K.H. Lam Kau Mow Secondary School                                  |
| Confucian Ho Kwok Pui Chun College                        | S.K.H. Li Ping Secondary School                                      |
| Cotton Spinners Association Secondary School              | S.K.H. Tsoi Kung Po Secondary School                                 |
| Diocesan Girls' School                                    | Sai Kung Sung Tsun Catholic Secondary School                         |
| DMHC Siu Ming Catholic Secondary School                   | Shek Lei Catholic Secondary School                                   |
| Heung To Middle School (Mong Kok)                         | St. Bonaventure College and High School                              |
| Holy Carpenter Secondary School                           | St. Catharine's School for Girls, Kwun Tong                          |
| Homantin Government Secondary School                      | St. Francis of Assisi's College                                      |
| Ju Ching Chu Secondary School (Tuen Mun)                  | St. Francis' Canossian College                                       |
| Kwai Chung Methodist College                              | St. Stephen's Girls' College   |
| Lok Sin Tong Wong Chung Ming Secondary School             | The True Light Middle School of Hong Kong                            |
| Lok Sin Tong Yu Kan Hing School                           | Tseung Kwan O Government Secondary School                            |
| Lung Kong World Federation School Limited                 | Ying Wa Girls' School  |
| Lau Wong Fat Secondary School                             |  |
| Ma On Shan Tsung Tsin Secondary School                    |  |

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中華基督教會公理書院	香港真光中學
中華基督教會基協中學	馬鞍山崇真中學
中華基督教會基智中學	培英中學
中華基督教會蒙民偉書院	將軍澳官立中學
五旬節林漢光中學	張振興伉儷書院
天主教母佑會蕭明中學	棉紡會中學
天主教南華中學	新亞中學
孔教學院何郭佩珍中學	新界鄉議局南約區中學
世界龍岡學校劉皇發中學	聖士提反女子中學
石籬天主教中學	聖公會白約翰會督中學
西貢崇真天主教中學	聖公會李炳中學
佛教孔仙洲紀念中學	聖公會林裘謀中學
佛教馬錦燦紀念英文中學	聖公會蔡功譜中學
佛教善德英文中學	聖公會鄧肇堅中學
佛教黃鳳翎中學	聖文德書院
何文田官立中學	聖芳濟各書院
妙法寺劉金龍中學	聖母書院
庇理羅士女子中學	聖匠中學
拔萃女書院	聖傑靈女子中學
明愛元朗陳震夏中學	葵涌循道中學
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保良局董玉娣中學	趙聿修紀念中學
英華女學校	樂善堂王仲銘中學
迦密主恩中學	樂善堂余近卿中學
香島中學(旺角)	