

生活技能發展及全方位輔導計劃
Life Skills Development
Comprehensive Guidance

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Comprehensive Guidance Program Series

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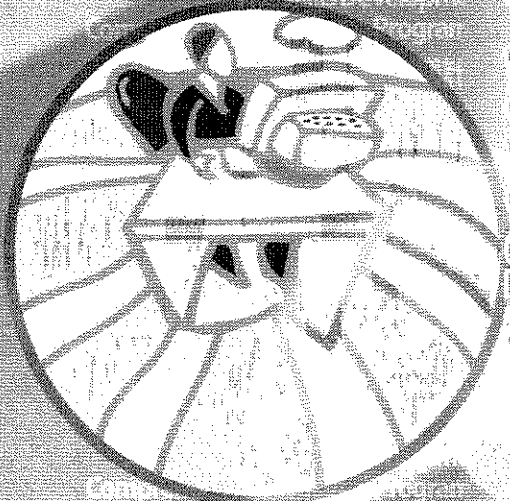
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個人與群性發展 自我效能量表：

使用者手冊

Personal - Social Development Self - Efficacy Inventory : Users' Manual



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Personal - Social Development Self - Efficacy Inventory : Users' Manual

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1. Introduction

The Personal-Social Development Self-Efficacy Inventory (PSD-SEI) is an instrument developed by the life skills development project research team to assess personal-social 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 personal-social competencies. Thus, teachers and guidance personnel could better organize personal-social development activities and evaluate students' learning outcomes in a more systematic and consistent way.

2. Background of the Personal-Social 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 Personal-Social Development, Academic Development and Career 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 personal-social 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 (Bandura, 1990; Betz & Hackett, 1983; Betz & Luzzo, 1996; Choi, Fuqua, & Griffin, 2001). For assessing life skills competencies of high school students, Gysbers, Lapan, Multon, & Lukin (1996) have developed the Missouri Guidance Competency Evaluation Survey covering 3 main life skills competencies areas: Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development (Lapan, Gysbers, Multon, & Pike, 1997). In the high school form of the survey, there are 25 items in students’ personal-social development (e.g. “I am confident that I understand my own values”). The item contents specifically correspond to five personal-social categories of the Missouri guidance curriculum including: (1) Understanding and Accepting Self, (2) Making Decisions, (3) Understanding and Getting Along with Others, (4) Knowing How Drugs and Alcohol Affect Me and My Friends, and (5) Learning about Marriage and Family Responsibilities. In the UK, Watkins (1995) suggested that personal-social curriculum could be organized under seven broad categories: (1) Bodily Self, (2) Sexual Self, (3) Social Self, (4) Vocational Self, (5) Moral/Political Self, (6) Self as a Learner, and (7) Self in the Organization. It is based on these personal-social development concepts that the present research team attempts to develop an instrument assessing students’ personal-social development self-efficacy.

3. Development of the Personal-Social 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 personal-social, academic and career 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 Personal-Social 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 PSD-SEI could be found in *Appendix I*. The items covered a total of 60 student competencies related to personal-social development of senior secondary school students. They were classified into 15 categories including: (1) Understanding Self, (2) Understanding Others, (3) Avoiding Drugs, Drinking and Smoking, (4) Marriage and Family Responsibilities, (5) Handling Setbacks, (6) Health and Physical Training, (7) Cooperation and Team Spirit, (8) Leadership Skills, (9) Management of Stress and Emotion, (10) Self-Evaluation Skills, (11) Thinking and Expression Skills, (12) Sexual Knowledge and Relationship, (13) Leisure Time Management, (14) Financial Management, and (15) Personal Goals Setting (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 15 minutes.

The 60-item Personal-Social Development Self-Efficacy Inventory questionnaire was used in this study. The items in each category are as follows:

Understanding Self

- Have my own ideals.
- Face criticisms with an open attitude.
- Accept and like myself.
- Make use of my strengths and improve my weaknesses.

Understanding Others

- Master the way to get along well with people.
- Handle disputes among friends.
- Form friendships with others.
- Stand in others' shoes and consider their feelings.

Avoiding Drugs, Drinking and Smoking

- Resist the temptation of drug abuse.
- Resist the temptation of smoking or excessive drinking.
- Think over how smoking, drug abuse and excessive drinking affect my friends, family and myself.
- Prevent myself from forming the habits of excessive drinking, smoking or drug abuse.

Marriage and Family Responsibilities

- Consider different factors that can affect marriage when I get married.
- Think over what constitutes a happy marriage life when I choose my other half.
- Think over the relations between children and marriage when I prepare myself to be a parent.
- Face the responsibility and difficulty being a parent.

Handling Setbacks

- Act according to circumstances in times of setbacks.
- Master problem-solving skills in face of problems.
- Learn from mistakes when I make them.
- Encourage myself in face of setbacks.

Health and Physical Training

- Master the ways to stay healthy.
- Master the ways to stay psychologically healthy.
- Take care of my body when I am sick.
- Develop a balanced eating habit.

Cooperation and Team Spirit

- Attentively listen to others' opinion when participating in activities.
- Cooperate with others to reach the team's goal when participating in activities.
- Encourage group members with no sense of responsibility to be responsible to themselves and others when leading an activity.
- Handle disputes in the process of cooperation when participating in activities.

Leadership Skills

- Actively involve classmates in discussions when participating in school or classroom activities.
- Organize and plan activities.
- Appropriately allocate the work to group members when leading an activity.
- Call on other classmates to join activities.

Management of Stress and Emotion

- Handle the stress from studying.
- Master the ways to make myself happy.
- Control my emotions.
- Let my feelings out in correct and appropriate ways when facing pressure.

Self-Evaluation Skills

- Evaluate myself frequently and examine the reasons for success and failure.
- Admit my mistakes to myself.
- Obtain learning opportunities in the process of self-evaluation.
- Have the courage and stamina to evaluate myself.

Thinking and Expression Skills

- Express my feeling and opinion in appropriate ways.
- Reflect my opinion using different ways.
- Exchange ideas with my classmates when I participate in school or classroom activities.
- Have multi-angled thinking and analytical ability.

Sexual Knowledge and Relationship

- Develop normal friendship with the opposite sex.
- Maintain normal friendship with the opposite sex.
- Develop a romance relationship with the opposite sex.
- Maintain a romance relationship with the opposite sex.

Leisure Time Management

- Develop interests in many areas.
- Develop some interests so that my leisure time will be richer and happier.
- Choose some recreational activities that suit my interest.
- Make good use of leisure time and take part in extra-curricular activities that I like.

Financial Management

- Keep expenditure below income and won't be too wasteful.
- Avoid borrowing money from others except when absolutely necessary.
- Keep an account book for myself.
- Make a financial budget.

Personal Goals Setting

- Set up different goals of my life.
- Plan how to attain the different goals in life.
- Find out several possible solutions for one problem.
- Work independently, first analyze the ways of handling each incident and then make the best decision.

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

4. Validation of the Personal-Social Development Self-Efficacy Inventory

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

Principal component factor analyses with varimax solutions of the items responses from 6776 high school students in Hong Kong yielded seven meaningful factors: (1) Self-Improvement, (2) Leadership and Teamwork, (3) Emotional, Physical and Social Wellness, (4) Life Goals and Leisure Management, (5) Sexual Relationship and Marriage, (6) Avoiding Drugs, Excessive Drinking and Smoking and (7) Finance and Fitness. Though a number of the expert panel proposed subscales merged together, most item scores (except items 15, 30, 39, 49, and 54) aligned with the original expert assigned subscales.

The seven factors identified (accounting for a total variance of 51.96%) could be interpreted in the following way:

Factor 1: Sixteen items loaded above .40 on this factor, which could be labeled "Self-Improvement". It appears to reflect competencies to evaluate self, handle setback, understand self, and make decisions to solve problems. This is consistent with the Confucian beliefs of self-realization as the mean and the purpose of life (Ho, 1995). It composed of items 5, 9, 10, 16, 20, 25, 35, 40, 45, 46, 47, 49, 50, 55, 56 and 60. This factor explained 31.69% of the total variance.

Factor 2: Ten items loaded .40 or above on this factor, which accounted for 4.93% of the variance. This factor could be labeled "Leadership and Teamwork". The items concerned with competencies in dealing with leading others, working in group, making friends, and exchanging ideas. It composed of items 7, 8, 22, 23, 26, 37, 38, 41, 52 and 53.

Factor 3: Ten items loaded above .40 on this factor, which accounted for 4.01% of the variance. Three items were related to working with one's emotions. Two items were concerning with physical health, while three items reflected competencies in social relationships. This factor could be termed "Emotional, Physical and Social Wellness". This is consistent with the Chinese holistic view of wellness (Wu, 1982). It composed of items 2, 6, 11, 17, 21, 24, 31, 32, 39 and 54.

Factor 4: Seven items loaded above .40 on this factor, which accounted for 3.00% of the variance. Three of these were items concerning goals in life, while four items reflected developing interests in leisure time. This factor could be labeled as "Life Goals and Leisure Management". It composed of items 1, 13, 15, 28, 30, 43 and 58.

Factor 5: Seven items loaded above .40 on this factor, which accounted for 2.97% of the variance. Four of them referred to relationship with the opposite sex, while the remaining three concerning marriage life. This factor could be labeled as "Sexual Relationship and Marriage". It composed of items 4, 12, 19, 27, 34, 42 and 57.

Factor 6: Four items loaded above .40 on this factor, which accounted for 2.77% of the variance. It concerned with preventing oneself from excessive drinking, smoking or drug abuse. This factor could be labeled as "Avoiding Drugs, Excessive Drinking and Smoking". It composed of items 3, 18, 33 and 48.

Factor 7: Six items loaded above .40 on this factor, which accounted for 2.59% of the variance. Four items referred to the competencies in making a financial budget, keeping an account book, and keeping expenditure below income. Two items concerned with taking care of the body and having a balance diet. This factor could be labeled as "Finance and Fitness". This is consistent with the Chinese conception of close association between wealth and body fitness. It composed of items 14, 29, 36, 44, 51 and 59.

Second order factor analyses of the subscale scores suggested one general personal-social factor made the best meaningful interpretation of the data. All of the seven subscale scores had loadings higher than .40 and together accounting for 53.31% of the total variance.

Initial validity estimates showed that the scale is (i) positively associated with estimates of self-esteem ($r = .47$), hope agency ($r = .68$), and hope pathway ($r = .51$); (ii) negatively associated with estimates of depression ($r = -.43$) and loneliness ($r = -.40$); and (iii) mildly related to an estimate of social desirability ($r = -.38$) and life satisfaction ($r = .31$).

5. Reliabilities of Personal-Social Development Self-Efficacy Inventory

The internal consistencies of the original expert assigned subscales were adequate - Understanding Self ($\alpha = .67$), Understanding Others ($\alpha = .72$), Avoiding Drugs, Drinking and Smoking ($\alpha = .85$), Marriage and Family Responsibilities ($\alpha = .78$), Handling Setbacks ($\alpha = .78$), Health and Physical Training ($\alpha = .75$), Cooperation and Team Spirit ($\alpha = .73$), Leadership Skills ($\alpha = .83$), Management of Stress and Emotion ($\alpha = .73$), Self-Evaluation Skills ($\alpha = .78$), Thinking and Expression Skills ($\alpha = .74$), Sexual Knowledge and Relationship ($\alpha =$

.81), Leisure Time Management ($\alpha = .82$), Financial Management ($\alpha = .71$), and Personal Goals Setting ($\alpha = .79$). The internal consistencies of the empirical derived subscales were adequate - Self-Improvement ($\alpha = .92$), Leadership and Teamwork ($\alpha = .89$), Emotional, Physical and Social Wellness ($\alpha = .86$), Life Goals and Leisure Management ($\alpha = .84$), Sexual Relationship and Marriage ($\alpha = .82$), Avoiding Drugs, Excessive Drinking and Smoking ($\alpha = .85$) and Finance and Fitness ($\alpha = .75$). The internal consistency of the total scale was adequate ($\alpha = .96$). For details on the psychometric properties of the PSD-SEI, users could further refer to another paper prepared by the present research team (Yuen et al., 2004).

6. Suggestions for Applications

The PSD-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 PSD-SEI could be administered to class groups assessing students' self-efficacy in various categories of personal-social development. Along with other assessment tools such as interviews with students and parents and teachers' observations, the PSD-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' personal-social development in *Related Reference Information B*. Second, the PSD-SEI can serve as an instrument to assess how students' self-efficacy in personal-social development has changed over a certain period of time, say before and after the personal-social 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*. For these purposes, the researchers would recommend the use of the PSD-SEI total score and the original expert designed subscale scores in the subsequent analysis and interpretation of the findings.

It should be noted that the PSD-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 counselling, individual students should be referred to a professionally trained guidance teacher, counselor, social worker or educational psychologist.

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Personal - Social Development Self - Efficacy Inventory : Users' Manual

Appendices

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

I. Personal-Social 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. have my own ideals. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. master the way to get along well with people. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. resist the temptation of drug abuse. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. consider different factors that can affect marriage when I get married. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. act according to circumstances in times of setbacks. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|---|---|---|---|---|---|---|
| 6. master the ways to stay healthy. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. attentively listen to others' opinion when participating in activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. actively involve classmates in discussions when participating in school or classroom activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. handle the stress from studying. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. evaluate myself frequently and examine the reasons for success and failure. | 1 | 2 | 3 | 4 | 5 | 6 |
-

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| 11. express my feeling and opinion in appropriate ways. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. develop normal friendship with the opposite sex. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. develop interests in many areas. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. keep expenditure below income and won't be too wasteful. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. set up different goals of my life. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| 16. face criticisms with an open attitude. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. handle disputes among friends. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. resist the temptation of smoking or excessive drinking. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. think over what constitutes a happy marriage life when I choose my other half. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. master problem-solving skills in face of problems. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| 21. master the ways to stay psychologically healthy. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. cooperate with others to reach the team's goal when participating in activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. organize and plan activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. master the ways to make myself happy. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. admit my mistakes to myself. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| 26. reflect my opinion using different ways. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. maintain normal friendship with the opposite sex. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. develop some interests so that my leisure time will be richer and happier. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. avoid borrowing money from others except when absolutely necessary. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. plan how to attain the different goals in life. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|---|---|---|---|---|---|---|
| 31. accept and like myself. | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. form friendships with others. | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. think over how smoking, drug abuse and excessive drinking affect my friends, family and myself. | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. think over the relations between children and marriage when I prepare myself to be a parent. | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. learn from mistakes when I make them. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| 36. take care of my body when I am sick. | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. encourage group members with no sense of responsibility to be responsible to themselves and others when leading an activity. | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. appropriately allocate the work to group members when leading an activity. | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. control my emotions. | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. obtain learning opportunities in the process of self-evaluation. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|---|---|---|---|---|---|---|
| 41. exchange ideas with my classmates when I participate in school or classroom activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. develop a romance relationship with the opposite sex. | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. choose some recreational activities that suit my interest. | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. keep an account book for myself. | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. find out several possible solutions for one problem. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|--|---|---|---|---|---|---|
| 46. make use of my strengths and improve my weaknesses. | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. stand in others' shoes and consider their feelings. | 1 | 2 | 3 | 4 | 5 | 6 |
| 48. prevent myself from forming the habits of excessive drinking, smoking or drug abuse. | 1 | 2 | 3 | 4 | 5 | 6 |
| 49. face the responsibility and difficulty being a parent. | 1 | 2 | 3 | 4 | 5 | 6 |
| 50. encourage myself in face of setbacks. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|---|---|---|---|---|---|---|
| 51. develop a balanced eating habit. | 1 | 2 | 3 | 4 | 5 | 6 |
| 52. handle disputes in the process of cooperation when participating in activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 53. call on other classmates to join activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 54. let my feelings out in correct and appropriate ways when facing pressure. | 1 | 2 | 3 | 4 | 5 | 6 |
| 55. have the courage and stamina to evaluate myself. | 1 | 2 | 3 | 4 | 5 | 6 |

I am confident that I can

- | | | | | | | |
|---|---|---|---|---|---|---|
| 56. have multi-angled thinking and analytical ability. | 1 | 2 | 3 | 4 | 5 | 6 |
| 57. maintain a romance relationship with the opposite sex. | 1 | 2 | 3 | 4 | 5 | 6 |
| 58. make good use of leisure time and take part in extra-curricular activities that I like. | 1 | 2 | 3 | 4 | 5 | 6 |
| 59. make a financial budget. | 1 | 2 | 3 | 4 | 5 | 6 |
| 60. work independently, first analyze the ways of handling each incident and then make the best decision. | 1 | 2 | 3 | 4 | 5 | 6 |

II. Scoring Sheet

Score Calculation - Personal-Social Development Self-Efficacy Inventory

Individual Category Score:

Personal-social development contains 15 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.

Understanding Self		Understanding Others		Avoiding Drugs, Drinking & Smoking		Marriage & Family Responsibilities		Handling Setbacks	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____	4	_____	5	_____
16	_____	17	_____	18	_____	19	_____	20	_____
31	_____	32	_____	33	_____	34	_____	35	_____
46	_____	47	_____	48	_____	49	_____	50	_____
Total	_____	Total	_____	Total	_____	Total	_____	Total	_____

Health & Physical Training		Cooperation & Team Spirit		Leadership Skills		Management of Stress & Emotion		Self-Evaluation Skills	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
6	_____	7	_____	8	_____	9	_____	10	_____
21	_____	22	_____	23	_____	24	_____	25	_____
36	_____	37	_____	38	_____	39	_____	40	_____
51	_____	52	_____	53	_____	54	_____	55	_____
Total	_____	Total	_____	Total	_____	Total	_____	Total	_____

Thinking & Expression Skills		Sexual Knowledge & Relationship		Leisure Time Management		Financial Management		Personal Goals Setting	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
11	_____	12	_____	13	_____	14	_____	15	_____
26	_____	27	_____	28	_____	29	_____	30	_____
41	_____	42	_____	43	_____	44	_____	45	_____
56	_____	57	_____	58	_____	59	_____	60	_____
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.

$\frac{\quad}{\div 4} = \underline{\quad}$ Understanding Self	$\frac{\quad}{\div 4} = \underline{\quad}$ Understanding Others	$\frac{\quad}{\div 4} = \underline{\quad}$ Avoiding Drugs, Drinking & Smoking	$\frac{\quad}{\div 4} = \underline{\quad}$ Marriage & Family Responsibilities	$\frac{\quad}{\div 4} = \underline{\quad}$ Handling Setbacks
$\frac{\quad}{\div 4} = \underline{\quad}$ Health & Physical Training	$\frac{\quad}{\div 4} = \underline{\quad}$ Cooperation & Team Spirit	$\frac{\quad}{\div 4} = \underline{\quad}$ Leadership Skills	$\frac{\quad}{\div 4} = \underline{\quad}$ Management of Stress & Emotion	$\frac{\quad}{\div 4} = \underline{\quad}$ Self-Evaluation Skills
$\frac{\quad}{\div 4} = \underline{\quad}$ Thinking & Expression Skills	$\frac{\quad}{\div 4} = \underline{\quad}$ Sexual Knowledge & Relationship	$\frac{\quad}{\div 4} = \underline{\quad}$ Leisure Time Management	$\frac{\quad}{\div 4} = \underline{\quad}$ Financial Management	$\frac{\quad}{\div 4} = \underline{\quad}$ Personal Goals Setting

Total Mean Score of Personal-Social Development (The lowest score is 1, the highest score is 6):

SUM UP the individual category mean scores and then DIVIDE BY 15, then write down the total mean score of personal-social development in the blank provided.

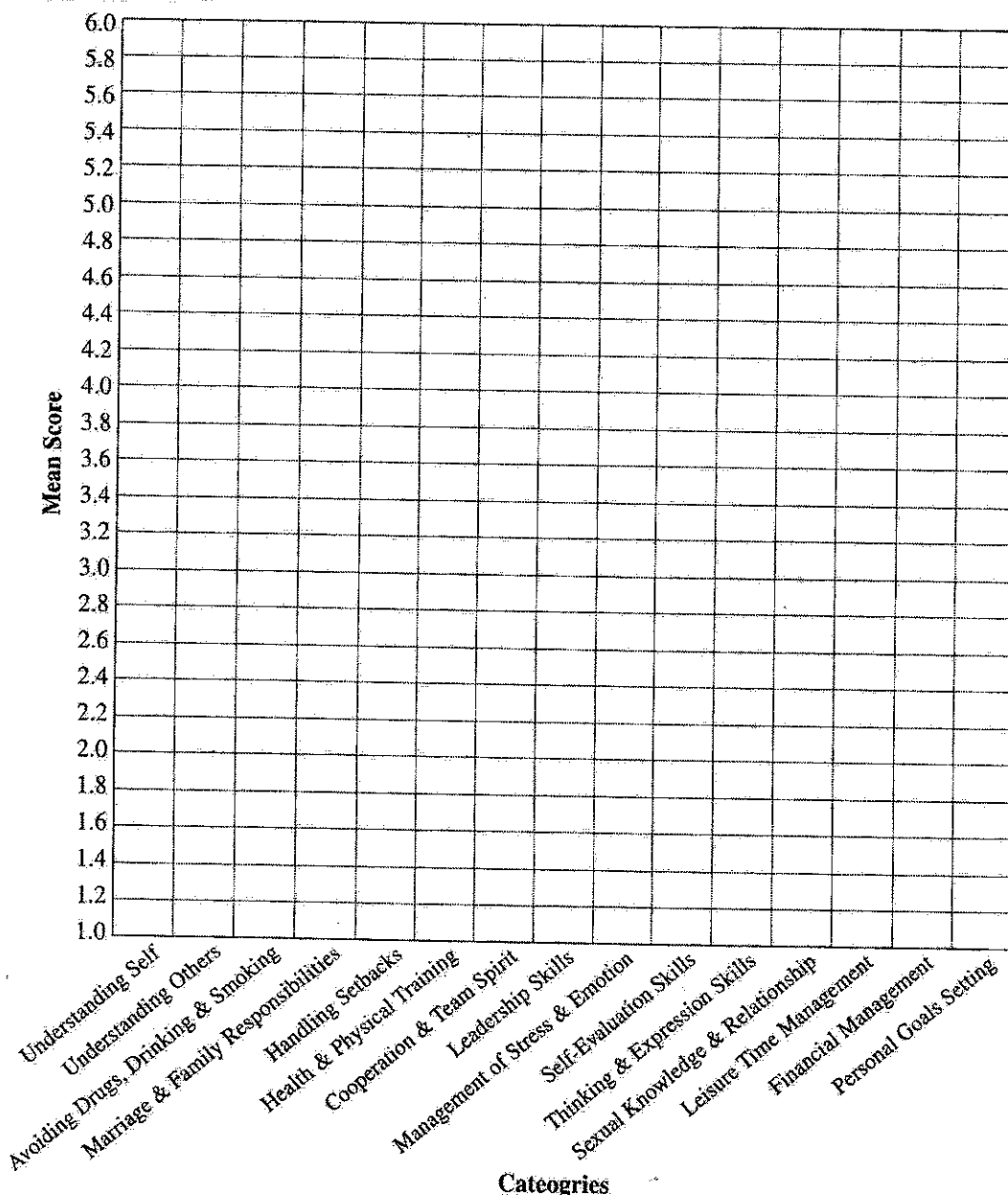
$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+
Understanding Self		Understanding Others		Avoiding Drugs, Drinking & Smoking		Marriage & Family Responsibilities		Handling Setbacks	
$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+
Health & Physical Training		Cooperation & Team Spirit		Leadership Skills		Management of Stress & Emotion		Self-Evaluation Skills	
$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+
Thinking & Expression Skills		Sexual Knowledge & Relationship		Leisure Time Management		Financial Management		Personal Goals Setting	
$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+	$\underline{\quad}$	+
$\underline{\quad}$		$\div 15 =$		$\underline{\quad}$					
Total				Total Mean Score of Personal-Social Development					

III. Profile Chart

Personal-Social Development

Please present the data by a broken-line graph. You can produce the profile chart of students' personal-social 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 personal-social 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 personal-social 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 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 personal-social development during the period of time?

5. Any recommendations for action?

V. Permission Letter & Reply Slip

Dear Colleagues,

Re: Permission to Use the PSD-SEI

Thank you for your interest in the Personal-Social Development Self-Efficacy Inventory (PSD-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., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., Leung, T. K. M., & Ke, S. S. Y. (2004). Personal-social 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 PSD-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 PSD-SEI.

Sincerely,

M. T. Yuen

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 PSD-SEI

I am interested to use the Personal-Social Development Self-Efficacy Inventory (PSD-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., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., Leung, T. K. M., & Ke, S. S. Y. (2004). Personal-social 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 PSD-SEI and an indication of where those results appear.

(Signature) _____ Date: _____

Name: _____

Post: _____

Organization or School: _____

Address: _____

Telephone: _____ Fax: _____

E-mail: _____

(This reply slip can be copied for use.)

生活質素與社會工作

Life Quality and Social Work
Comprehensive Chinese Series

個人與群性發展 自我效能量表： 使用者手冊

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柯新艷小姐

二零零四年四月

如對本書有任何查詢，歡迎與袁文得博士聯絡。
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歡迎取用，請註明出處。

1. 引言

個人與群性發展自我效能量表 (PSD-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個人與群性發展自我效能感。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，了解及監察學生在個人與群性發展能力的成就。因此，教師及輔導人員可藉此有系統和一致地籌辦個人與群性發展活動，以及評估學生的學習成果。

2. 個人與群性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：個人與群性發展、學業發展、事業發展 (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個人與群性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 (Bandura, 1990; Betz & Hackett, 1983; Betz & Luzzo, 1996; Choi, Fuqua, & Griffin, 2001)。對於評估高中學生的生活技能，美國的一些學者 (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個人與群性發展的二十五項題目 (例如：我有信心我能明白自己的價值)。這些題目的內容特別配合密蘇里輔導課程內的五項個人與群性的分項，包括：(1) 了解與接受自己，(2) 作出抉擇，(3) 了解他人和與人相處，(4) 了解藥物和酒精如何影響自己和朋友，及(5) 學習有關婚姻和家庭的責任。

在英國，Watkins (1995) 建議個人與群性課程可分為七大項目：從形貌看的我、從性別看的我、從社群看的我、從職業看的我、從道德/政治看的我、作為學習者的我、身處機構中的我。根據這些個人與群性的概念，本計劃研究小組嘗試發展和建立一項評估學生個人與群性發展自我效能的評估工具。

3. 個人與群性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 (個人與群性發展、學業發展、事業發展)，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。

個人與群性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，再修改和整理想表的指引和題目的措詞。

個人與群性發展自我效能量表載於**附件一**，由六十題有關高中學生個人與群性發展的題目組成十五個項目，包括：(1) 了解與接受自己，(2) 明白他人和與人相處，(3) 拒絕濫用藥物、酗酒和吸煙，(4) 婚姻和家庭的責任，(5) 逆境自強，(6) 體能訓練與健康之道，(7) 合作與團隊精神，(8) 領導能力，(9) 減壓與情緒處理，(10) 反思能力，(11) 思考與表達能力，(12) 兩性關係與正確的性知識，(13) 運用閒暇時間，(14) 理財能力，及(15)

設定個人目標 (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十五分鐘時間完成。

此份個人與群性發展自我效能量表共有六十題題目。以下是各分項和題目：

了解與接受自己

- 擁有個人理想。
- 以開放的態度面對批評。
- 接納和喜歡自己。
- 發揮自己的長處，改善自己的短處。

明白他人和與人相處

- 掌握良好的與人相處的方法。
- 處理朋友間的衝突。
- 與別人建立友誼。
- 設身處地，顧及他人的感受。

拒絕濫用藥物、酗酒和吸煙

- 拒絕有關濫用藥物的引誘。
- 拒絕有關吸煙或酗酒的引誘。
- 考慮吸煙、濫用藥物和酗酒對自己、朋友和家人的影響。
- 避免自己染上酗酒、吸煙或濫用藥物的習慣。

婚姻和家庭的責任

- 在結婚時，考慮各種足以影響婚姻的因素。
- 在選擇配偶時，考慮甚麼可以使婚姻生活愉快。
- 在準備為人父母時，考慮孩子與婚姻的關係。
- 面對作為父母的責任及難處。

逆境自強

- 在面對逆境時，可隨機應變。
- 在面對困難時，掌握解決難題的能力。
- 在犯錯時，從錯誤中學習。
- 在面對逆境時，激勵自己。

體能訓練與健康之道

- 掌握保持身體健康的方法。
- 掌握保持心理健康的方法。
- 在生病時，護理自己的身體。
- 培養均衡的飲食習慣。

合作與團隊精神

- 在參與活動時，留心聽取他人的意見。
- 在參與活動時，與人合作，以達成團隊目標。
- 在參與活動時，鼓勵沒有責任心的組員向他自己和他人負責任。
- 在參與活動時，處理合作過程中的衝突。

領導能力

- 在參與學校或課堂活動時，帶領同學一起討論。
- 組織和策劃活動。
- 在帶領活動時，妥善分配組員的工作。
- 號召其他同學參與活動。

減壓與情緒處理

- 處理學業上遇到的壓力。
- 掌握令自己開心的方法。
- 控制自己的情緒。
- 在面對壓力時，用正確和適當的途徑抒發情緒。

反思能力

- 時常自我反思，檢討做事成敗的因由。
- 向自己承認錯誤。
- 在反省的過程中，得到學習的機會。
- 擁有反思的勇氣和耐力。

思考與表達能力

- 用恰當的方法表達感受和意見。
- 運用不同的途徑反映自己的意見。
- 在參與學校/課堂活動時，與同學互相交流意見。
- 具有多角度的思考和分析能力。

兩性關係與正確的性知識

- 與異性開展正常的朋友關係。
- 與異性維持正常的朋友關係。
- 與異性開展男女戀愛的關係。
- 與異性維持男女戀愛的關係。

運用閒暇時間

- 發掘多方面的興趣。
- 發展一些興趣，令自己在閒暇時的生活更充實和愉快。
- 選擇一些切合自己興趣的康樂活動。
- 善用餘暇，參與自己喜愛的課外活動。

理財能力

- 做到量入為出，不會過份浪費。
- 不隨便向他人借錢。
- 為自己開立賬簿。
- 做好財政預算。

設定個人目標

- 訂立自己人生中的各種目標。
- 策劃如何達到人生中的各種目標。
- 就一個問題，找出多種可行的解決辦法。
- 獨立處事，先分析每件事的處理方法，然後作出最好的決定。

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4，便可得到答題者在各分項的平均分數。將十五個項目的平均分數加起來再除以15，便可得到答題者在個人與群性發展範疇的總平均分數(見附件二)。

4. 個人與群性發展自我效能量表的效度

這本手冊簡介個人與群性發展自我效能量表，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主成份因子分析(principle component factor analyses)和最大變異法(varimax solutions)分析，產生七項有意義的因子：(1)自我改善，(2)領導與團隊合作，(3)良好的情緒、體格和社交，(4)生活目標與閒暇管理，(5)兩性與婚姻，(6)拒絕濫用藥物、酗酒和吸煙，和(7)理財與保健。雖然有些專家小組成員建

議合併分項，但大多數的題目(除了第15、30、39、49和54題)都能配合專家原來設定的項目。

此七項因子的確定可作以下解釋(佔總變異量的51.96%)：

因子一：此因子中的十六題題目的負荷值高於.40，可稱為「自我改善」。此因子反映有關自我評估、逆境自強、了解自己和解難能力，與儒家以自我實現為生活目標和方法的信念相符(Ho, 1995)。此因子包括題目5、9、10、16、20、25、35、40、45、46、47、49、50、55、56和60，解釋31.69%的總變異量(total variance)。

因子二：此因子中的十題題目的負荷值等於或高於.40，佔4.93%的變異量(variance)。此因子可稱為「領導與團隊合作」，題目主要是有關領導他人、小組工作、結交朋友和相互交換意見的能力，包括題目7、8、22、23、26、37、38、41、52和53。

因子三：此因子中的十題題目的負荷值高於.40，佔4.01%的變異量(variance)。其中三題是關於個人情緒的，兩題與健康狀況有關，另外三題反映社交能力。此因子可稱為「良好的情緒、體格和社交」，與中國人對於事事安好的整體觀念相符(Wu, 1982)。此因子包括題目2、6、11、17、21、24、31、32、39和54。

因子四：此因子中的七題題目的負荷值高於.40，佔3.00%的變異量(variance)。其中三題圍繞生活目標的，另外四題則與發展閒暇興趣有關。此因子可稱為「生活目標與閒暇管理」，包括題目1、13、15、28、30、43和58。

因子五：此因子中的七題題目的負荷值高於.40，佔2.97%的變異量(variance)。其中四題關於兩性關係的，其他三題則是關於婚姻生活。此因子可稱為「兩性與婚姻」，包括題目4、12、19、27、34、42和57。

因子六：此因子中的四題題目的負荷值高於.40，佔2.77%的變異量(variance)。此因子與預防酗酒、吸煙和濫用藥物有關，因此可稱為「拒絕濫用藥物、酗酒和吸煙」。此因子包括題目3、18、33和48。

因子七：此因子中的六題題目的負荷值高於.40，佔2.59%的變異量(variance)。其中四題與製作財政預算、開立賬簿及量入為出有關。其餘兩題是有關注重健康和保持均衡飲食的題目。此因子可稱為「理財與保健」，這與中國人對財富與健康聯繫的觀念相符，包括題目14、29、36、44、51和59。

分項分數作二階因子分析(second order factor analyses)說明一個整體的個人與群性因子，已能對數據作出最有意義的闡釋。所有七個分項的負荷值高於.40，佔53.31%的總變異量(total variance)。

初步確效測試顯示：(1)此量表與其他評估工具，包括自尊感 (self-esteem) ($r = .47$)、希望感 (hope agency) ($r = .68$)、希望路向 (hope pathway) ($r = .51$)，都有正面的相關和聯繫；(2)與抑鬱感 (depression) ($r = -.43$)、孤寂感 (loneliness) ($r = -.40$)有負面的相關和聯繫；(3)與社會期許性 (social desirability) ($r = -.38$)和生活滿足感 (life satisfaction) ($r = .31$)有少許相關性。

5. 個人與群性發展自我效能量表的信度

個人與群性發展範疇內的十五個項目經個別分析後，得到滿意的內部一致性 (internal consistencies)，分別是：(1)了解與接受自己 (系數 = .67)；(2)明白他人和與人相處 (系數 = .72)；(3)拒絕濫用藥物、酗酒和吸煙 (系數 = .85)；(4)婚姻和家庭的責任 (系數 = .78)；(5)逆境自強 (系數 = .78)；(6)體能訓練與健康之道 (系數 = .75)；(7)合作與團隊精神 (系數 = .73)；(8)領導能力 (系數 = .83)；(9)減壓與情緒處理 (系數 = .73)，(10)反思能力 (系數 = .78)；(11)思考與表達能力 (系數 = .74)；(12)兩性關係與正確的性知識 (系數 = .81)；(13)運用閒暇時間 (系數 = .82)；(14)理財能力 (系數 = .71)；及 (15)設定個人目標 (系數 = .79)。

而由實驗得出的七個分項經個別分析後，也得到滿意的內部一致性 (internal consistencies)，分別是：(1)自我改善 (系數 = .92)；(2)領導與團隊合作 (系數 = .89)；(3)良好的情緒、體格和社交 (系數 = .86)；(4)生活目標與閒暇管理 (系數 = .84)；(5)兩性與婚姻 (系數 = .82)；(6)拒絕濫用藥物、酗酒和吸煙 (系數 = .85)；和 (7)理財與保健 (系數 = .75)。

把整個個人與群性發展範疇作分析，也得到滿意的內部一致性 (internal consistency) (系數 = .96)。有關個人與群性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

個人與群性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，個人與群性發展自我效能量表可以用作測試學生在不同個人與群性項目的自我效能感。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。有關提升學生個人與群性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個人與群性發展自我效能上的轉變。學生可以首先填答量表一次，經過一連串的个人與群性輔導活動後，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個人與群性發展能力的轉變。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**載有學生個人與群性發展的剖析圖表和討論建議，可供參考。而**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。研究人員建議用者使用個人與群性發展量表的總分數和專家設計的原始分項分數作為隨後的分析及結果解說之用。

使用者需要留意，個人與群性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、心理輔導員、社工或教育心理學家。

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個人與群性發展 自我效能量表： 使用者手冊

附件

- 一. 個人與群性發展自我效能量表
- 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：個人與群性發展自我效能量表 (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. 擁有個人理想。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. 掌握良好的與人相處的方法。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. 拒絕有關濫用藥物的引誘。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. 在結婚時，考慮各種足以影響婚姻的因素。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. 在面對逆境時，可隨機應變。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能……

- | | | | | | | |
|--------------------------|---|---|---|---|---|---|
| 6. 掌握保持身體健康的方法。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. 在參與活動時，留心聽取他人的意見。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. 在參與學校或課堂活動時，帶領同學一起討論。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. 處理學業上遇到的壓力。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. 時常自我反思，檢討做事成敗的因由。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能 ……

- | | | | | | | |
|--------------------|---|---|---|---|---|---|
| 11. 用恰當的方法表達感受和意見。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. 與異性開展正常的朋友關係。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. 發掘多方面的興趣。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. 做到量入為出，不會過份浪費。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. 訂立自己人生中的各種目標。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能 ……

- | | | | | | | |
|---------------------------|---|---|---|---|---|---|
| 16. 以開放的態度面對批評。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. 處理朋友間的衝突。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. 拒絕有關吸煙或酗酒的引誘。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. 在選擇配偶時，考慮甚麼可以使婚姻生活愉快。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. 在面對困難時，掌握解決難題的能力。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能 ……

- | | | | | | | |
|--------------------------|---|---|---|---|---|---|
| 21. 掌握保持心理健康的方法。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. 在參與活動時，與人合作，以達成團隊目標。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. 組織和策劃活動。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. 掌握令自己開心的方法。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. 向自己承認錯誤。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能 ……

- | | | | | | | |
|------------------------------|---|---|---|---|---|---|
| 26. 運用不同的途徑反映自己的意見。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. 與異性維持正常的朋友關係。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. 發展一些興趣，令自己在閒暇時的生活更充實和愉快。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. 不隨便向他人借錢。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. 策劃如何達到人生中的各種目標。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能 ……

- | | | | | | | |
|-------------------------------|---|---|---|---|---|---|
| 31. 接納和喜歡自己。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. 與別人建立友誼。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. 考慮吸煙、濫用藥物和酗酒對自己、朋友和家人的影響。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. 在準備為人父母時，考慮孩子與婚姻的關係。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. 在犯錯時，從錯誤中學習。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能……

- | | | | | | | |
|----------------------------------|---|---|---|---|---|---|
| 36. 在生病時，護理自己的身體。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. 在參與活動時，鼓勵沒有責任心的組員向他自己和他人負責任。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. 在帶領活動時，妥善分配組員的工作。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. 控制自己的情緒。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. 在反省的過程中，得到學習的機會。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能……

- | | | | | | | |
|----------------------------|---|---|---|---|---|---|
| 41. 在參與學校/課堂活動時，與同學互相交流意見。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. 與異性開展男女戀愛的關係。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. 選擇一些切合自己興趣的康樂活動。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. 為自己開立賬簿。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. 就一個問題，找出多種可行的解決辦法。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能……

- | | | | | | | |
|--------------------------|---|---|---|---|---|---|
| 46. 發揮自己的長處，改善自己的短處。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. 設身處地，顧及他人的感受。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 48. 避免自己染上酗酒、吸煙或濫用藥物的習慣。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 49. 面對作為父母的責任及難處。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 50. 在面對逆境時，激勵自己。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能……

- | | | | | | | |
|---------------------------|---|---|---|---|---|---|
| 51. 培養均衡的飲食習慣。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 52. 在參與活動時，處理合作過程中的衝突。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 53. 號召其他同學參與活動。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 54. 在面對壓力時，用正確和適當的途徑抒發情緒。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 55. 擁有反思的勇氣和耐力。 | 1 | 2 | 3 | 4 | 5 | 6 |

我有信心我能……

- | | | | | | | |
|---------------------------------|---|---|---|---|---|---|
| 56. 具有多角度的思考和分析能力。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 57. 與異性維持男女戀愛的關係。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 58. 善用餘暇，參與自己喜愛的課外活動。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 59. 做好財政預算。 | 1 | 2 | 3 | 4 | 5 | 6 |
| 60. 獨立處事，先分析每件事的處理方法，然後作出最好的決定。 | 1 | 2 | 3 | 4 | 5 | 6 |

附件二：分數計算表

個人與群性發展自我效能量表的分數計算

每個項目的總分數：

個人與群性發展可分十五個項目，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。

了解與 接受自己		明白他人 和與人相處		拒絕濫用藥物、 酗酒和吸煙		婚姻和 家庭的責任		逆境自強	
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	_____
16	_____	17	_____	18	_____	19	_____	20	_____
31	_____	32	_____	33	_____	34	_____	35	_____
46	_____	47	_____	48	_____	49	_____	50	_____
總分	_____	總分	_____	總分	_____	總分	_____	總分	_____

體能訓練 與健康之道		合作與 團隊精神		領導能力		減壓與 情緒處理		反思能力	
題目	分數	題目	分數	題目	分數	題目	分數	題目	分數
6	_____	7	_____	8	_____	9	_____	10	_____
21	_____	22	_____	23	_____	24	_____	25	_____
36	_____	37	_____	38	_____	39	_____	40	_____
51	_____	52	_____	53	_____	54	_____	55	_____
總分	_____	總分	_____	總分	_____	總分	_____	總分	_____

思考與 表達能力		兩性關係與 正確的性知識		運用 閒暇時間		理財能力		設定 個人目標	
題目	分數	題目	分數	題目	分數	題目	分數	題目	分數
11	_____	12	_____	13	_____	14	_____	15	_____
26	_____	27	_____	28	_____	29	_____	30	_____
41	_____	42	_____	43	_____	44	_____	45	_____
56	_____	57	_____	58	_____	59	_____	60	_____
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。

$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$
了解與 接受自己	明白他人 和與人相處	拒絕濫用藥物、 酗酒和吸煙	婚姻和 家庭的責任	逆境自強
$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$
體能訓練 與健康之道	合作與 團隊精神	領導能力	減壓與 情緒處理	反思能力
$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$	$\frac{\quad}{4} = \quad$
思考與 表達能力	兩性關係與 正確的性知識	運用 閒暇時間	理財能力	設定 個人目標

個人與群性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15，便能得到個人與群性發展範疇的總平均分數。

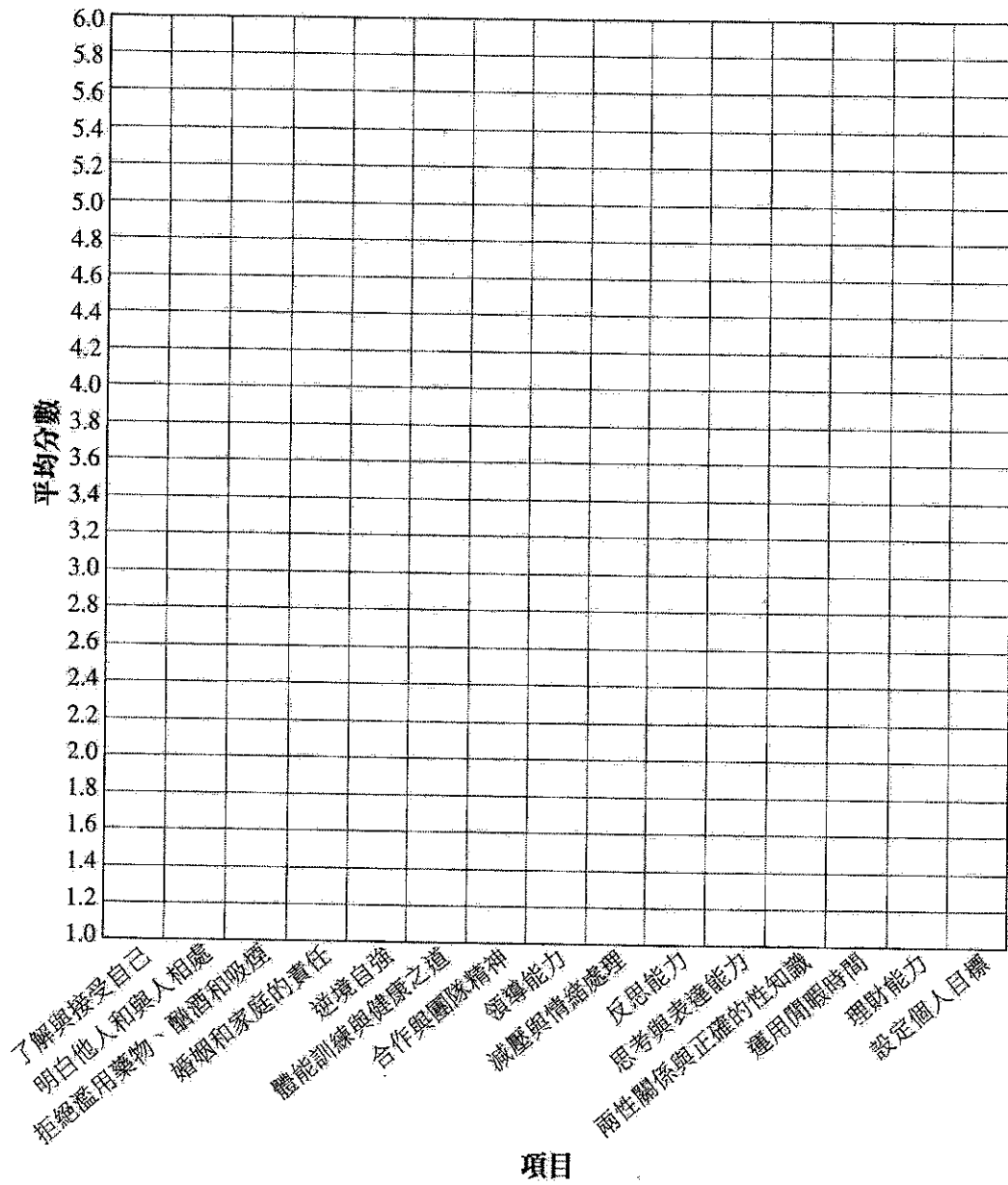
$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$
了解與 接受自己	明白他人 和與人相處	拒絕濫用藥物、 酗酒和吸煙	婚姻和 家庭的責任	逆境自強
$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$
體能訓練 與健康之道	合作與 團隊精神	領導能力	減壓與 情緒處理	反思能力
$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$	$\frac{\quad}{4} +$
思考與 表達能力	兩性關係與 正確的性知識	運用 閒暇時間	理財能力	設定 個人目標
$= \frac{\quad}{15} = \quad$				
總分		個人與群性發展的總平均分		

附件三：剖析圖表

個人與群性發展

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，便能得到個人與群性發展剖析圖表，有助了解學生在個人與群性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. 本校學生在個人與群性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個人與群性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：准予使用個人與群性發展自我效能量表 (PSD-SEI)

謝謝你有意使用個人與群性發展自我效能量表 (Personal-Social Development Self-Efficacy Inventory (PSD-SEI) (c))。

凡有意使用PSD-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 PSD-SEI 進行研究：

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

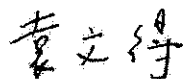
第二，如閣下使用PSD-SEI進行研究，必須將研究結論之撮要及刊登論文之印刷品類別及名稱告知我們 (例如：刊物、研究報告、論文/專題論文等)。閣下於使用PSD-SEI前，請於回覆便條上填妥是否願意遵守上述條件，然後將便條寄回給我們。

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

本人申請使用個人與群性發展自我效能量表(PSD-SEI)。

本人願意於使用 PSD-SEI 時遵守下列兩項條件：如本人於論文中曾使用 PSD-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、劉兆瑛、陳茂釗、余文基、梁健文、柯新艷 (2004)。《個人與群性發展自我效能量表：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 PSD-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)

生活與社會科

生活與社會科

生活與社會科

個人與群性發展 自我效能量表：

使用者手冊

Personal - Social
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' Personal-Social Development

提升學生個人與群性發展的活動建議

A. Norm Tables

A. 標準表格

Table 1. Percentiles and Raw Scores Norm Table (Personal-Social Development)

表 1. 百份等級及原分數對算表 (個人與群性發展)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.16	5.18	5.18	5.08	5.10
90th	4.98	5.02	4.97	4.92	4.98
75th	4.67	4.68	4.65	4.64	4.73
50th	4.32	4.30	4.27	4.33	4.40
25th	3.97	3.89	3.92	4.03	4.12
10th	3.63	3.53	3.57	3.73	3.82
5th	3.40	3.25	3.33	3.55	3.66

Table 2. Percentiles and Raw Scores Norm Table (Personal-Social Development)

表 2. 百份等級及原分數對算表 (個人與群性發展)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.20	5.23	5.27	5.13	5.13
90th	5.02	5.07	5.01	4.97	5.07
75th	4.70	4.73	4.65	4.65	4.78
50th	4.33	4.33	4.27	4.32	4.43
25th	3.97	3.93	3.93	4.00	4.15
10th	3.63	3.55	3.53	3.68	3.82
5th	3.35	3.20	3.29	3.53	3.60

Table 3. Percentiles and Raw Scores Norm Table (Personal-Social Development)

表 3. 百份等級及原分數對算表 (個人與群性發展)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.10	5.14	5.12	5.07	5.05
90th	4.95	4.97	4.95	4.91	4.95
75th	4.65	4.65	4.64	4.63	4.70
50th	4.31	4.27	4.27	4.35	4.38
25th	3.97	3.87	3.90	4.07	4.10
10th	3.64	3.51	3.58	3.78	3.83
5th	3.42	3.28	3.38	3.60	3.68

Table 4. Percentiles and Raw Scores Norm Table (Understanding Self)**表 4. 百份等級及原分數對算表 (了解與接受自己)**

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.25	5.50	5.50	5.25	5.25
90th	5.25	5.25	5.25	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.50
25th	3.75	3.75	3.75	4.00	4.00
10th	3.50	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 5. Percentiles and Raw Scores Norm Table (Understanding Self)**表 5. 百份等級及原分數對算表 (了解與接受自己)**

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.23	5.25
75th	4.75	4.75	4.75	4.75	5.00
50th	4.25	4.25	4.25	4.25	4.50
25th	3.75	3.75	3.75	3.75	4.00
10th	3.50	3.25	3.25	3.50	3.68
5th	3.00	3.00	3.00	3.25	3.25

Table 6. Percentiles and Raw Scores Norm Table (Understanding Self)**表 6. 百份等級及原分數對算表 (了解與接受自己)**

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.25	5.25	5.25	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	4.00	4.00
10th	3.50	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 7. Percentiles and Raw Scores Norm Table (Understanding Others)
表 7. 百份等級及原分數對算表 (明白他人和與人相處)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.50	5.50	5.50	5.25	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	5.00	4.75	4.75	5.00
50th	4.50	4.50	4.50	4.50	4.50
25th	4.00	4.00	4.00	4.00	4.00
10th	3.50	3.50	3.50	3.50	3.75
5th	3.25	3.00	3.25	3.25	3.25

Table 8. Percentiles and Raw Scores Norm Table (Understanding Others)
表 8. 百份等級及原分數對算表 (明白他人和與人相處)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	5.00	5.00	4.75	4.75	5.00
50th	4.50	4.50	4.50	4.50	4.50
25th	4.00	4.00	4.00	4.00	4.25
10th	3.50	3.25	3.50	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 9. Percentiles and Raw Scores Norm Table (Understanding Others)
表 9. 百份等級及原分數對算表 (明白他人和與人相處)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.25	5.50	5.50	5.25	5.44
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.50	4.50	4.50	4.50	4.50
25th	4.00	4.00	4.00	4.00	4.00
10th	3.50	3.50	3.50	3.75	3.75
5th	3.25	3.25	3.25	3.50	3.50

Table 10. Percentiles and Raw Scores Norm Table (Avoiding Drugs, Drinking and Smoking)
表 10. 百份等級及原分數對算表 (拒絕濫用藥物、酗酒和吸煙)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
	95th	6.00	6.00	6.00	6.00
90th	6.00	6.00	6.00	6.00	6.00
75th	6.00	6.00	6.00	6.00	6.00
50th	5.50	5.50	5.50	5.75	5.75
25th	5.00	4.75	4.75	5.00	5.00
10th	4.00	4.00	4.00	4.25	4.50
5th	3.50	3.25	3.50	3.75	3.84

Table 11. Percentiles and Raw Scores Norm Table (Avoiding Drugs, Drinking and Smoking)
表 11. 百份等級及原分數對算表 (拒絕濫用藥物、酗酒和吸煙)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
	95th	6.00	6.00	6.00	6.00
90th	6.00	6.00	6.00	6.00	6.00
75th	6.00	6.00	6.00	6.00	6.00
50th	5.50	5.25	5.50	5.75	5.75
25th	4.75	4.75	4.50	5.00	5.00
10th	4.00	3.75	3.75	4.25	4.25
5th	3.25	3.25	3.25	3.75	3.75

Table 12. Percentiles and Raw Scores Norm Table (Avoiding Drugs, Drinking and Smoking)
表 12. 百份等級及原分數對算表 (拒絕濫用藥物、酗酒和吸煙)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
	95th	6.00	6.00	6.00	6.00
90th	6.00	6.00	6.00	6.00	6.00
75th	6.00	6.00	6.00	6.00	6.00
50th	5.75	5.50	5.50	5.75	5.75
25th	5.00	4.75	4.75	5.25	5.25
10th	4.25	4.00	4.00	4.50	4.50
5th	3.75	3.25	3.75	4.00	4.00

Table 13. Percentiles and Raw Scores Norm Table (Marriage and Family Responsibilities)
表 13. 百份等級及原分數對算表 (婚姻和家庭的責任)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.50	5.50	5.75	5.50	5.75
90th	5.25	5.25	5.25	5.25	5.50
75th	5.00	5.00	5.00	5.00	5.00
50th	4.50	4.50	4.50	4.50	4.50
25th	4.00	4.00	4.00	4.00	4.00
10th	3.50	3.25	3.50	3.50	3.75
5th	3.00	3.00	3.00	3.25	3.25

Table 14. Percentiles and Raw Scores Norm Table (Marriage and Family Responsibilities)
表 14. 百份等級及原分數對算表 (婚姻和家庭的責任)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.75	5.75	5.75	5.75	5.75
90th	5.37	5.50	5.30	5.25	5.50
75th	5.00	5.00	5.00	5.00	5.00
50th	4.50	4.50	4.50	4.50	4.50
25th	4.00	4.00	4.00	4.00	4.00
10th	3.50	3.25	3.50	3.50	3.67
5th	3.00	3.00	3.00	3.25	3.25

Table 15. Percentiles and Raw Scores Norm Table (Marriage and Family Responsibilities)
表 15. 百份等級及原分數對算表 (婚姻和家庭的責任)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.50
75th	5.00	4.75	5.00	5.00	5.00
50th	4.50	4.25	4.25	4.50	4.50
25th	4.00	4.00	4.00	4.00	4.00
10th	3.50	3.25	3.50	3.75	3.75
5th	3.25	3.00	3.00	3.25	3.50

Table 16. Percentiles and Raw Scores Norm Table (Handling Setbacks)
表 16. 百份等級及原分數對算表 (逆境自強)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.25	5.50	5.50	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	2.75	3.00	3.00	3.25

Table 17. Percentiles and Raw Scores Norm Table (Handling Setbacks)
表 17. 百份等級及原分數對算表 (逆境自強)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.00	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.50
25th	4.00	4.00	3.75	3.75	4.00
10th	3.50	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.00	3.25

Table 18. Percentiles and Raw Scores Norm Table (Handling Setbacks)
表 18. 百份等級及原分數對算表 (逆境自強)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
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	4.50	4.75
50th	4.25	4.00	4.00	4.25	4.25
25th	3.75	3.75	3.50	3.75	3.75
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	2.75	3.00	3.14	3.25

Table 19. Percentiles and Raw Scores Norm Table (Health and Physical Training)
表 19. 百份等級及原分數對算表 (體能訓練與健康之道)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.25	5.50	5.25	5.25	5.25
90th	5.00	5.25	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.50	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.50	3.75
10th	3.25	3.25	3.25	3.00	3.25
5th	2.75	2.75	2.75	2.75	3.00

Table 20. Percentiles and Raw Scores Norm Table (Health and Physical Training)
表 20. 百份等級及原分數對算表 (體能訓練與健康之道)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.50	5.25	5.25
90th	5.25	5.25	5.25	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.75	3.75
10th	3.25	3.25	3.25	3.00	3.25
5th	2.75	3.00	2.75	2.75	3.00

Table 21. Percentiles and Raw Scores Norm Table (Health and Physical Training)
表 21. 百份等級及原分數對算表 (體能訓練與健康之道)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
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	4.75	4.50	4.50	4.50
50th	4.00	4.00	4.00	4.00	4.00
25th	3.75	3.50	3.75	3.50	3.75
10th	3.00	3.00	3.25	3.00	3.25
5th	2.75	2.75	2.75	2.75	2.81

Table 22. Percentiles and Raw Scores Norm Table (Cooperation and Team Spirit)
表 22. 百份等級及原分數對算表 (合作與團隊精神)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.25	5.25	5.36	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	4.00	3.75	3.75	4.00	4.00
10th	3.50	3.25	3.50	3.50	3.50
5th	3.25	3.00	3.00	3.25	3.50

Table 23. Percentiles and Raw Scores Norm Table (Cooperation and Team Spirit)
表 23. 百份等級及原分數對算表 (合作與團隊精神)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.50	5.25	5.25
90th	5.00	5.25	5.25	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.50
25th	3.75	3.75	3.75	4.00	4.00
10th	3.50	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 24. Percentiles and Raw Scores Norm Table (Cooperation and Team Spirit)
表 24. 百份等級及原分數對算表 (合作與團隊精神)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.25	5.25	5.25	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	4.00	3.75	3.75	4.00	4.00
10th	3.50	3.50	3.50	3.75	3.75
5th	3.25	3.00	3.25	3.50	3.50

Table 25. Percentiles and Raw Scores Norm Table (Leadership Skills)

表 25. 百份等級及原分數對算表 (領導能力)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
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	4.50	4.50
50th	4.00	4.00	4.00	4.00	4.00
25th	3.50	3.25	3.25	3.50	3.50
10th	3.00	2.75	2.75	3.00	3.00
5th	2.50	2.25	2.50	2.75	2.75

Table 26. Percentiles and Raw Scores Norm Table (Leadership Skills)

表 26. 百份等級及原分數對算表 (領導能力)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
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	4.50	4.75
50th	4.00	4.00	3.75	4.00	4.00
25th	3.25	3.25	3.25	3.25	3.50
10th	2.75	2.75	2.75	2.78	3.00
5th	2.25	2.25	2.25	2.50	2.75

Table 27. Percentiles and Raw Scores Norm Table (Leadership Skills)

表 27. 百份等級及原分數對算表 (領導能力)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.25	5.25	5.25	5.00	5.19
90th	5.00	5.00	5.00	5.00	5.00
75th	4.50	4.50	4.50	4.50	4.50
50th	4.00	4.00	4.00	4.00	4.00
25th	3.50	3.50	3.25	3.50	3.50
10th	3.00	3.00	3.00	3.25	3.00
5th	2.75	2.50	2.50	3.00	2.75

Table 28. Percentiles and Raw Scores Norm Table (Management of Stress and Emotion)
表 28. 百份等級及原分數對算表 (減壓與情緒處理)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.50	5.50	5.50	5.25	5.50
90th	5.25	5.23	5.23	5.00	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	3.75	3.75
10th	3.25	3.00	3.00	3.25	3.25
5th	2.75	2.50	2.50	3.00	3.00

Table 29. Percentiles and Raw Scores Norm Table (Management of Stress and Emotion)
表 29. 百份等級及原分數對算表 (減壓與情緒處理)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.28
75th	4.75	4.75	4.75	4.75	5.00
50th	4.25	4.25	4.25	4.25	4.50
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.25	3.00	3.25	3.25
5th	2.75	2.75	2.60	3.00	3.00

Table 30. Percentiles and Raw Scores Norm Table (Management of Stress and Emotion)
表 30. 百份等級及原分數對算表 (減壓與情緒處理)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.25	5.25	5.25	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.00	4.25	4.25
25th	3.75	3.50	3.50	3.75	3.75
10th	3.00	3.00	3.00	3.25	3.25
5th	2.75	2.50	2.50	3.00	2.75

Table 31. Percentiles and Raw Scores Norm Table (Self-Evaluation Skills)
表 31. 百份等級及原分數對算表 (反思能力)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.50
25th	3.75	3.75	3.75	4.00	4.00
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 32. Percentiles and Raw Scores Norm Table (Self-Evaluation Skills)
表 32. 百份等級及原分數對算表 (反思能力)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.65	5.75	5.75
90th	5.25	5.25	5.25	5.25	5.50
75th	4.75	5.00	4.75	5.00	5.00
50th	4.25	4.25	4.25	4.50	4.50
25th	3.75	3.75	3.75	4.00	4.00
10th	3.25	3.25	3.25	3.50	3.75
5th	3.00	3.00	3.00	3.25	3.25

Table 33. Percentiles and Raw Scores Norm Table (Self-Evaluation Skills)
表 33. 百份等級及原分數對算表 (反思能力)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.49	5.50	5.25	5.25	5.50
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.75	3.75	3.75	4.00	4.00
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 34. Percentiles and Raw Scores Norm Table (Thinking and Expression Skills)
表 34. 百份等級及原分數對算表 (思考與表達能力)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
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	4.75	4.50	4.50	4.75
50th	4.25	4.25	4.00	4.25	4.25
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 35. Percentiles and Raw Scores Norm Table (Thinking and Expression Skills)
表 35. 百份等級及原分數對算表 (思考與表達能力)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.25	5.25	5.25	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.50	4.50	4.75
50th	4.25	4.25	4.00	4.25	4.25
25th	3.75	3.75	3.75	3.75	4.00
10th	3.25	3.25	3.25	3.25	3.50
5th	3.00	3.00	3.00	3.00	3.25

Table 36. Percentiles and Raw Scores Norm Table (Thinking and Expression Skills)
表 36. 百份等級及原分數對算表 (思考與表達能力)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.25	5.25	5.11	5.00	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.50	4.50	4.50	4.50	4.75
50th	4.25	4.00	4.00	4.25	4.25
25th	3.75	3.75	3.75	3.75	3.75
10th	3.25	3.25	3.25	3.50	3.50
5th	3.00	3.00	3.00	3.25	3.25

Table 37. Percentiles and Raw Scores Norm Table (Sexual Knowledge and Relationship)
表 37. 百分等級及原分數對算表 (兩性關係與正確的性知識)

Percentiles 百分等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.50	5.74	5.75	5.50	5.75
90th	5.25	5.25	5.25	5.25	5.50
75th	5.00	5.00	5.00	4.75	5.00
50th	4.25	4.25	4.25	4.50	4.50
25th	3.75	3.75	3.75	3.75	4.00
10th	3.00	3.00	3.00	3.25	3.25
5th	2.75	2.50	2.75	3.00	3.00

Table 38. Percentiles and Raw Scores Norm Table (Sexual Knowledge and Relationship)
表 38. 百分等級及原分數對算表 (兩性關係與正確的性知識)

Percentiles 百分等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.75	5.75	5.75	5.50	5.75
90th	5.50	5.50	5.33	5.25	5.50
75th	5.00	5.00	5.00	4.75	5.00
50th	4.25	4.25	4.25	4.25	4.50
25th	3.75	3.50	3.50	3.56	3.81
10th	3.00	2.75	3.00	3.00	3.25
5th	2.50	2.25	2.50	2.75	2.75

Table 39. Percentiles and Raw Scores Norm Table (Sexual Knowledge and Relationship)
表 39. 百分等級及原分數對算表 (兩性關係與正確的性知識)

Percentiles 百分等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.50	5.50	5.75	5.50	5.75
90th	5.25	5.25	5.25	5.25	5.50
75th	5.00	4.75	5.00	5.00	5.00
50th	4.50	4.25	4.25	4.50	4.50
25th	3.75	3.75	3.75	4.00	4.00
10th	3.25	3.00	3.25	3.50	3.50
5th	3.00	2.75	2.75	3.00	3.25

Table 40. Percentiles and Raw Scores Norm Table (Leisure Time Management)
表 40. 百份等級及原分數對算表 (運用閒暇時間)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
	95th	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	5.00
50th	4.50	4.50	4.50	4.50	4.75
25th	4.00	4.00	4.00	4.00	4.25
10th	3.50	3.50	3.50	3.50	3.75
5th	3.25	3.00	3.25	3.25	3.50

Table 41. Percentiles and Raw Scores Norm Table (Leisure Time Management)
表 41. 百份等級及原分數對算表 (運用閒暇時間)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
	95th	5.75	5.75	5.75	5.75
90th	5.50	5.50	5.50	5.50	5.75
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	4.00	4.00	4.00	4.25
10th	3.50	3.50	3.50	3.50	3.75
5th	3.25	3.00	3.25	3.25	3.25

Table 42. Percentiles and Raw Scores Norm Table (Leisure Time Management)
表 42. 百份等級及原分數對算表 (運用閒暇時間)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
	95th	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	5.00
50th	4.50	4.50	4.50	4.50	4.75
25th	4.00	4.00	4.00	4.00	4.25
10th	3.50	3.50	3.50	3.75	3.75
5th	3.25	3.25	3.25	3.50	3.50

Table 43. Percentiles and Raw Scores Norm Table (Financial Management)

表 43. 百份等級及原分數對算表 (理財能力)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.25	4.25	4.25
25th	3.50	3.50	3.50	3.50	3.75
10th	3.00	3.00	3.00	3.00	3.00
5th	2.50	2.50	2.75	2.50	2.75

Table 44. Percentiles and Raw Scores Norm Table (Financial Management)

表 44. 百份等級及原分數對算表 (理財能力)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.00	4.00	4.25
25th	3.50	3.50	3.50	3.50	3.54
10th	3.00	3.00	3.00	2.75	3.00
5th	2.50	2.50	2.50	2.50	2.50

Table 45. Percentiles and Raw Scores Norm Table (Financial Management)

表 45. 百份等級及原分數對算表 (理財能力)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
95th	5.50	5.50	5.50	5.50	5.50
90th	5.25	5.25	5.25	5.25	5.25
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.00	4.25	4.25	4.25
25th	3.75	3.50	3.75	3.75	3.75
10th	3.00	3.00	3.00	3.25	3.13
5th	2.75	2.50	2.75	2.75	2.81

Table 46. Percentiles and Raw Scores Norm Table (Personal Goals Setting)
表 46. 百份等級及原分數對算表 (設定個人目標)

Percentiles 百份等級	Whole Sample 整個樣本				
	All Students 所有學生 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
95th	5.25	5.50	5.50	5.25	5.25
90th	5.00	5.00	5.00	5.00	5.00
75th	4.75	4.75	4.50	4.50	4.75
50th	4.00	4.00	4.00	4.00	4.25
25th	3.67	3.50	3.50	3.75	3.75
10th	3.00	3.00	3.00	3.25	3.25
5th	2.75	2.75	2.75	3.00	3.00

Table 47. Percentiles and Raw Scores Norm Table (Personal Goals Setting)
表 47. 百份等級及原分數對算表 (設定個人目標)

Percentiles 百份等級	Boys 男生				
	All Boys 所有男生 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	S.7 中七 (n=356)
95th	5.50	5.50	5.50	5.49	5.50
90th	5.25	5.25	5.25	5.00	5.00
75th	4.75	4.75	4.75	4.75	4.75
50th	4.25	4.25	4.00	4.00	4.25
25th	3.75	3.75	3.50	3.75	3.75
10th	3.25	3.00	3.00	3.25	3.50
5th	2.75	2.75	2.75	3.00	3.00

Table 48. Percentiles and Raw Scores Norm Table (Personal Goals Setting)
表 48. 百份等級及原分數對算表 (設定個人目標)

Percentiles 百份等級	Girls 女生				
	All Girls 所有女生 (N=3640)	S.4 中四 (n=1336)	S.5 中五 (n=830)	S.6 中六 (n=890)	S.7 中七 (n=584)
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	4.50	4.73
50th	4.00	4.00	4.00	4.00	4.25
25th	3.50	3.50	3.50	3.75	3.75
10th	3.00	3.00	3.00	3.25	3.25
5th	2.75	2.75	2.75	3.00	3.00

Table 49. Students' Mean Scores on Personal-Social Development (15 Original Subscales)
表 49. 學生在個人與群性發展的平均分數 (15 個原始分項)

Categories 項目	Students 學生				
	Total 全部 (N=6756)	S.4 中四 (n=2640)	S.5 中五 (n=1651)	S.6 中六 (n=1519)	S.7 中七 (n=946)
	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)
Understanding Self 了解與接受自己	4.27 (.71)	4.26 (.76)	4.23 (.74)	4.28 (.65)	4.36 (.63)
Understanding Others 明白他人和與人相處	4.38 (.70)	4.36 (.75)	4.36 (.72)	4.40 (.62)	4.45 (.64)
Avoiding Drugs, Drinking and Smoking 拒絕濫用藥物、 酗酒和吸煙	5.28 (.89)	5.17 (.94)	5.20 (.92)	5.44 (.79)	5.46 (.75)
Marriage and Family Responsibilities 婚姻和家庭的責任	4.40 (.76)	4.35 (.80)	4.37 (.77)	4.44 (.69)	4.55 (.70)
Handling Setbacks 逆境自強	4.21 (.73)	4.20 (.78)	4.17 (.76)	4.21 (.67)	4.27 (.65)
Health and Physical Training 體能訓練與健康之道	4.14 (.78)	4.18 (.81)	4.14 (.79)	4.07 (.76)	4.13 (.71)
Cooperation and Team Spirit 合作與團隊精神	4.29 (.68)	4.26 (.73)	4.25 (.71)	4.33 (.59)	4.36 (.59)
Leadership Skills 領導能力	3.93 (.84)	3.91 (.88)	3.87 (.87)	3.98 (.76)	4.03 (.77)
Management of Stress and Emotion 減壓與情緒處理	4.19 (.81)	4.17 (.85)	4.13 (.83)	4.20 (.76)	4.26 (.75)
Self-Evaluation Skills 反思能力	4.27 (.76)	4.21 (.81)	4.22 (.77)	4.34 (.68)	4.43 (.68)
Thinking and Expression Skills 思考與表達能力	4.14 (.69)	4.12 (.75)	4.10 (.70)	4.17 (.63)	4.25 (.60)
Sexual Knowledge and Relationship 兩性關係與正確 的性知識	4.27 (.89)	4.19 (.94)	4.26 (.90)	4.30 (.82)	4.43 (.80)
Leisure Time Management 運用閒暇時間	4.52 (.78)	4.48 (.83)	4.49 (.79)	4.56 (.72)	4.65 (.72)
Financial Management 理財能力	4.12 (.87)	4.08 (.89)	4.11 (.85)	4.12 (.87)	4.23 (.82)
Personal Goals Setting 設定個人目標	4.11 (.79)	4.10 (.84)	4.08 (.81)	4.10 (.72)	4.20 (.69)

Table 50. Boys' Mean Scores on Personal-Social Development (15 Original Subscales)
表 50. 男生在個人與群性發展的平均分數 (15 個原始分項)

Categories 項目	Students 學生				
	Total 全部 (N=3047) M(SD)平均分(標準差)	S.4 中四 (n=1264) M(SD)平均分(標準差)	S.5 中五 (n=807) M(SD)平均分(標準差)	S.6 中六 (n=620) M(SD)平均分(標準差)	S.7 中七 (n=356) M(SD)平均分(標準差)
Understanding Self 了解與接受自己	4.31 (.75)	4.31 (.78)	4.27 (.78)	4.29 (.69)	4.43 (.64)
Understanding Others 明白他人和與人相處	4.38 (.75)	4.36 (.80)	4.36 (.76)	4.36 (.67)	4.50 (.65)
Avoiding Drugs, Drinking and Smoking 拒絕濫用藥物、 酗酒和吸煙	5.21 (.93)	5.12 (.97)	5.15 (.98)	5.35 (.84)	5.40 (.77)
Marriage and Family Responsibilities 婚姻和家庭的責任	4.43 (.79)	4.40 (.82)	4.40 (.79)	4.45 (.73)	4.54 (.76)
Handling Setbacks 逆境自強	4.30 (.76)	4.30 (.79)	4.27 (.77)	4.28 (.70)	4.39 (.68)
Health and Physical Training 體能訓練與健康之道	4.20 (.81)	4.27 (.81)	4.19 (.82)	4.10 (.81)	4.19 (.73)
Cooperation and Team Spirit 合作與團隊精神	4.27 (.73)	4.27 (.78)	4.24 (.75)	4.28 (.64)	4.38 (.62)
Leadership Skills 領導能力	3.89 (.89)	3.88 (.93)	3.83 (.90)	3.89 (.83)	4.02 (.81)
Management of Stress and Emotion 減壓與情緒處理	4.25 (.82)	4.24 (.83)	4.20 (.85)	4.27 (.80)	4.38 (.77)
Self-Evaluation Skills 反思能力	4.33 (.79)	4.28 (.83)	4.27 (.80)	4.39 (.73)	4.53 (.69)
Thinking and Expression Skills 思考與表達能力	4.16 (.73)	4.15 (.78)	4.12 (.72)	4.14 (.67)	4.29 (.59)
Sexual Knowledge and Relationship 兩性關係與正確 的性知識	4.22 (.96)	4.19 (1.02)	4.23 (.94)	4.19 (.89)	4.35 (.86)
Leisure Time Management 運用閒暇時間	4.53 (.80)	4.49 (.84)	4.50 (.79)	4.55 (.75)	4.69 (.74)
Financial Management 理財能力	4.08 (.90)	4.10 (.90)	4.07 (.88)	4.01 (.93)	4.18 (.89)
Personal Goals Setting 設定個人目標	4.16 (.81)	4.18 (.85)	4.12 (.84)	4.13 (.76)	4.28 (.69)

Table 51. Girls' Mean Scores on Personal-Social Development (15 Original Subscales)
表 51. 女生在個人與群性發展的平均分數 (15 個原始分項)

Categories 項目	Students 學生				
	Total 全部 (N=3640) M(SD)平均分(標準差)	S.4 中四 (n=1336) M(SD)平均分(標準差)	S.5 中五 (n=830) M(SD)平均分(標準差)	S.6 中六 (n=890) M(SD)平均分(標準差)	S.7 中七 (n=584) M(SD)平均分(標準差)
Understanding Self 了解與接受自己	4.24 (.68)	4.22 (.73)	4.20 (.70)	4.27 (.62)	4.31 (.62)
Understanding Others 明白他人和與人相處	4.39 (.66)	4.36 (.71)	4.37 (.68)	4.42 (.58)	4.42 (.62)
Avoiding Drugs, Drinking and Smoking 拒絕濫用藥物、 酗酒和吸煙	5.34 (.83)	5.23 (.91)	5.27 (.84)	5.48 (.74)	5.50 (.73)
Marriage and Family Responsibilities 婚姻和家庭的責任	4.39 (.73)	4.30 (.78)	4.36 (.74)	4.43 (.65)	4.55 (.65)
Handling Setbacks 逆境自強	4.13 (.70)	4.10 (.76)	4.08 (.72)	4.17 (.64)	4.21 (.62)
Health and Physical Training 體能訓練與健康之道	4.09 (.75)	4.11 (.80)	4.08 (.75)	4.05 (.71)	4.09 (.70)
Cooperation and Team Spirit 合作與團隊精神	4.30 (.63)	4.26 (.69)	4.26 (.66)	4.36 (.54)	4.35 (.56)
Leadership Skills 領導能力	3.98 (.79)	3.95 (.83)	3.92 (.85)	4.03 (.70)	4.03 (.74)
Management of Stress and Emotion 減壓與情緒處理	4.13 (.80)	4.11 (.86)	4.07 (.81)	4.16 (.72)	4.19 (.73)
Self-Evaluation Skills 反思能力	4.23 (.72)	4.15 (.79)	4.18 (.72)	4.31 (.63)	4.36 (.67)
Thinking and Expression Skills 思考與表達能力	4.14 (.66)	4.09 (.72)	4.09 (.67)	4.19 (.59)	4.23 (.60)
Sexual Knowledge and Relationship 兩性關係與正確 的性知識	4.31 (.82)	4.21 (.86)	4.30 (.85)	4.38 (.75)	4.47 (.75)
Leisure Time Management 運用閒暇時間	4.52 (.77)	4.47 (.82)	4.49 (.78)	4.57 (.70)	4.63 (.70)
Financial Management 理財能力	4.15 (.84)	4.06 (.88)	4.15 (.81)	4.21 (.83)	4.27 (.78)
Personal Goals Setting 設定個人目標	4.06 (.76)	4.02 (.82)	4.04 (.78)	4.08 (.68)	4.16 (.68)

Table 52. Students' Mean Scores on Personal-Social Development (7 Empirical Derived Subscales)**表 52. 學生在個人與群性發展的平均分數 (7 個實驗得出的項目)**

Categories 項目	Students 學生				
	Total 全部 (N=6756) M(SD)平均分(標準差)	S.4 中四 (n=2640) M(SD)平均分(標準差)	S.5 中五 (n=1651) M(SD)平均分(標準差)	S.6 中六 (n=1519) M(SD)平均分(標準差)	S.7 中七 (n=946) M(SD)平均分(標準差)
Factor 1 : Self-Improvement 因子一 : 自我改善	4.19 (.65)	4.16 (.70)	4.15 (.66)	4.21 (.58)	4.29 (.56)
Factor 2 : Leadership and Teamwork 因子二 : 領導與團隊合作	4.13 (.68)	4.10 (.73)	4.08 (.71)	4.17 (.59)	4.22 (.59)
Factor 3 : Emotional, Physical and Social Wellness 因子三 : 良好的情緒、 體格和社交	4.29 (.67)	4.30 (.72)	4.27 (.68)	4.28 (.61)	4.34 (.59)
Factor 4 : Life Goals and Leisure Management 因子四 : 生活目標與 閒暇管理	4.37 (.72)	4.34 (.76)	4.32 (.74)	4.40 (.65)	4.49 (.64)
Factor 5 : Sexual Relationship and Marriage 因子五 : 兩性與婚姻	4.36 (.73)	4.29 (.79)	4.34 (.74)	4.40 (.64)	4.51 (.65)
Factor 6 : Avoiding Drugs, Excessive Drinking and Smoking 因子六 : 拒絕濫用藥物、 酗酒和吸煙	5.28 (.89)	5.17 (.94)	5.20 (.92)	5.44 (.79)	5.46 (.75)
Factor 7 : Finance and Fitness 因子七 : 理財與保健	4.10 (.77)	4.08 (.80)	4.09 (.75)	4.08 (.76)	4.18 (.71)

Table 53. Boys' Mean Scores on Personal-Social Development (7 Empirical Derived Subscales)**表 53. 男生在個人與群性發展的平均分數 (7 個實驗得出的項目)**

Categories 項目	Students 學生				
	Total 全部 (N=3047)	S.4 中四 (n=1264)	S.5 中五 (n=807)	S.6 中六 (n=620)	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)
Factor 1 : Self-Improvement 因子一 : 自我改善	4.26 (.67)	4.24 (.72)	4.22 (.68)	4.27 (.61)	4.40 (.58)
Factor 2 : Leadership and Teamwork 因子二 : 領導與團隊合作	4.10 (.72)	4.09 (.77)	4.05 (.73)	4.10 (.65)	4.23 (.60)
Factor 3 : Emotional, Physical and Social Wellness 因子三 : 良好的情緒、 體格和社交	4.33 (.69)	4.34 (.72)	4.30 (.71)	4.29 (.65)	4.42 (.60)
Factor 4 : Life Goals and Leisure Management 因子四 : 生活目標與 閒暇管理	4.39 (.74)	4.37 (.78)	4.34 (.75)	4.40 (.67)	4.53 (.66)
Factor 5 : Sexual Relationship and Marriage 因子五 : 兩性與婚姻	4.33 (.78)	4.31 (.83)	4.32 (.79)	4.34 (.68)	4.45 (.72)
Factor 6 : Avoiding Drugs, Excessive Drinking and Smoking 因子六 : 拒絕濫用藥物、 酗酒和吸煙	5.21 (.93)	5.12 (.97)	5.15 (.98)	5.38 (.84)	5.40 (.77)
Factor 7 : Finance and Fitness 因子七 : 理財與保健	4.09 (.80)	4.12 (.81)	4.09 (.78)	4.00 (.81)	4.15 (.76)

Table 54. Girls' Mean Scores on Personal-Social Development (7 Empirical Derived Subscales)**表 54. 女生在個人與群性發展的平均分數 (7 個實驗得出的項目)**

Categories 項目	Students 學生				
	Total 全部 (N=3640) M(SD)平均分(標準差)	S.4 中四 (n=1336) M(SD)平均分(標準差)	S.5 中五 (n=830) M(SD)平均分(標準差)	S.6 中六 (n=890) M(SD)平均分(標準差)	S.7 中七 (n=584) M(SD)平均分(標準差)
Factor 1 : Self-Improvement 因子一 : 自我改善	4.13 (.61)	4.09 (.67)	4.09 (.63)	4.18 (.54)	4.23 (.54)
Factor 2 : Leadership and Teamwork 因子二 : 領導與團隊合作	4.15 (.64)	4.12 (.69)	4.11 (.68)	4.22 (.54)	4.21 (.57)
Factor 3 : Emotional, Physical and Social Wellness 因子三 : 良好的情緒、 體格和社交	4.27 (.64)	4.26 (.71)	4.25 (.64)	4.28 (.58)	4.30 (.59)
Factor 4 : Life Goals and Leisure Management 因子四 : 生活目標與 閒暇管理	4.36 (.70)	4.31 (.75)	4.31 (.72)	4.40 (.63)	4.47 (.62)
Factor 5 : Sexual Relationship and Marriage 因子五 : 兩性與婚姻	4.38 (.68)	4.28 (.73)	4.36 (.68)	4.44 (.60)	4.55 (.60)
Factor 6 : Avoiding Drugs, Excessive Drinking and Smoking 因子六 : 拒絕濫用藥物、 酗酒和吸煙	5.34 (.83)	5.23 (.91)	5.27 (.84)	5.48 (.74)	5.50 (.73)
Factor 7 : Finance and Fitness 因子七 : 理財與保健	4.11 (.74)	4.05 (.79)	4.10 (.71)	4.14 (.71)	4.20 (.67)

B. Suggested Guidance Activities for Enhancing Students' Personal-Social Development

B. 提升學生個人與群性發展的活動建議

For guidance activities on Personal-Social 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個人與群性發展活動/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)
Understanding Self 了解與接受自己	<ul style="list-style-type: none"> ☺ Missouri Comprehensive Guide, HS-187-237. ☺ Thinking, feeling and behaving, pp. 91-104; pp. 171-182. ☺ Lifelines, 4, pp. 50-53. ☺ Activities that teach, pp. 135, 156, 215. ☺ More activities that teach, pp. 88, 111, 120, 168, 197, 272, 279, 309. ☺ 40 activities for training with NLP, pp. 115, 231, 241. ☺ Games for social and life skills, pp. 58, 66, 84. ☺ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (20 冊)，活動 3 及 9。
Understanding Others 明白他人和與人相處	<ul style="list-style-type: none"> ☺ Missouri Comprehensive Guide, HS-239-269. ☺ Thinking, feeling and behaving, pp. 153-162. ☺ Lifelines, 4, pp. 4-9. ☺ More activities that teach, pp. 83, 166, 298 ☺ Games for social and life skills, pp. 60, 62, 85. ☺ 40 activities for training with NLP, pp. 109, 163, 169, 249. ☺ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (16 冊)，活動 3、5 及 6。
Avoiding Drugs, Drinking and Smoking 拒絕濫用藥物、 酗酒和吸煙	<ul style="list-style-type: none"> ☺ Missouri Comprehensive Guidance, HS-271-305. ☺ Activities that teach, pp. 59, 80, 82, 106, 114, 122, 132, 146, 158, 193, 203, 213. ☺ More activities that teach, pp. 92, 122, 140, 174, 179, 193, 230, 235, 261, 281, 292, 332. ☺ Still more activities that teach, pp. 40, 75, 93, 134, 159, 201, 254, 258, 285, 318. ☺ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (1 冊)，第九、十及十一章。 ☺ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (5 冊)，第一至七章。
Marriage and Family Responsibilities 婚姻和家庭的責任	<ul style="list-style-type: none"> ☺ Lifelines, 5, pp. 64-69. ☺ Still more activities that teach, pp. 159, 173. ☺ 同班幾分親 (上篇)，頁 77-89。

<p>Handling Setbacks 逆境自強</p>	<ul style="list-style-type: none"> ⊙ Thinking, feeling and behaving, pp. 121-130; pp. 201-214. ⊙ More activities that teach, pp. 85, 168, 177, 201, 309. ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (18 冊)，活動 2。
<p>Health and Physical Training 體能訓練與健康之道</p>	<ul style="list-style-type: none"> ⊙ Lifelines, 5, pp. 60-63. ⊙ Games for Social and Life Skills, pp. 255, 259. ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (1 冊)，第一至八章。 ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (2 冊)，活動 1、7 及 8。
<p>Cooperation and Team Spirit 合作與團隊精神</p>	<ul style="list-style-type: none"> ⊙ Leadership:A skills training program, pp. 51-64. ⊙ Activities that teach, pp. 70, 73, 76, 87, 90, 96, 124, 132, 139, 170. ⊙ More activities that teach, pp. 80, 85, 131, 155, 224, 238, 249, 306. ⊙ Still more activities that teach, pp. 122, 155, 164, 240, 244. ⊙ 40 activities for training with NLP, p. 179 ⊙ Games for social and life skills, pp. 63, 114, 129, 216. ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (14 冊)，活動 7 及 8。 ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (24 冊)，活動 1、3、8 及 10。
<p>Leadership Skills 領導能力</p>	<ul style="list-style-type: none"> ⊙ Leadership:A skills training program, pp. 37-50. ⊙ Games for social and life skills, pp. 111, 116. ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (14 冊)，活動 3。 ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (28 冊)，活動 4 及 8。 ⊙ 同班幾分親 (上篇)，頁 19-25。
<p>Management of Stress and Emotion 減壓與情緒處理</p>	<ul style="list-style-type: none"> ⊙ Thinking, feeling and behaving, pp. 105-120; pp. 187-200; pp. 137-152. ⊙ More activities that teach, pp. 129, 272, 288. ⊙ Lifelines, 4, pp. 20-22. ⊙ Lifelines, 5, pp. 34-37. ⊙ 同班幾分親 (下篇)，頁 2-27。 ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (36 冊)，活動 6、7 及 8。
<p>Thinking and Expression Skills 思考與表達能力</p>	<ul style="list-style-type: none"> ⊙ Leadership:A skills training program, pp. 23-36. ⊙ Games for social and life skills, pp. 133, 139, 148, 188. ⊙ Lifelines, 5, pp. 14-17. ⊙ More activities that teach, pp. 197, 7-12, 256, 266. ⊙ 40 activities for training with NLP, pp. 123, 135. ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (16 冊)，活動 2。 ⊙ 同班幾分親 (上篇)，頁 67-75.

<p>Sexual Knowledge and Relationship 兩性關係與正確的性知識</p>	<ul style="list-style-type: none"> ⊙ Thinking, feeling and behaving, pp. 229-239. ⊙ Lifelines, 5, pp. 2-9. ⊙ More activities that teach, pp. 148, 218. ⊙ 同班幾分親 (上篇), 頁 41-53。 ⊙ 同班幾分親 (上篇), 頁 101-109。
<p>Leisure Time Management 運用閒暇時間</p>	<ul style="list-style-type: none"> ⊙ Missouri Comprehensive Guidance Kit, HS-179-185.
<p>Financial Management 理財能力</p>	<ul style="list-style-type: none"> ⊙ Lifelines, 4, pp.24-27; pp. 74-77. ⊙ Lifelines, 5, pp. 18-25. ⊙ Career preparation, pp. 7-18.
<p>Personal Goals Setting 設定個人目標</p>	<ul style="list-style-type: none"> ⊙ Thinking, feeling and behaving, pp. 215-228. ⊙ Games for social and life skills, pp. 98, 100, 190. ⊙ Activities that teach, pp. 90, 93, 100, 167, 174, 180, 223. ⊙ More activities that teach, pp. 144, 151, 221, 240, 295, 329. ⊙ 40 activities for training with NLP, pp. 11, 21, 29, 57. ⊙ 同班幾分親 (上篇), 頁 2-17。 ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (22 冊), 活動 1、2 及 5。 ⊙ 攜手齊滅毒：青年禁毒領袖及先鋒團運動教材套 (34 冊), 活動 2。

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- * 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。
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 - * 此書提供一系列已在現實課堂驗證過的活動。
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- * 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。

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- * 此乃一系列為香港中學生而設的課堂輔導活動教材。

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- * This is a set of youth leaders and volunteers training materials for schools, youth groups and organization in providing youth and leader training.
- * 此書是一套青年和義工培訓教材，以幫助學校、青年團體和機構提供青年和領袖培訓。

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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
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- | | |
|-------------|------------|
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| 佛教孔仙洲紀念中學 | 聖公會林裘謀中學 |
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此手冊內的量表所測量的內容相當切合當今香港青少年在個人和群性發展上的實際。個人與群性自我效能量表也相當簡便實用。

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這是一套有理論基礎及基於有效研究數據發展而成的本土化的評估工具，它具備香港學生的有關常模可供參照；它能針對高中學生的發展特性，廣泛涵蓋了個人與群性發展的各個範疇，提示了教育者在提升/設計輔導課程時，能全面顧及學生各方面的需要。另外，在相關參考資料中，輔導活動建議及參考資料，頗為全面及有用。

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The comprehensive developmental guidance program could serve the enriching and enabling functions of Life-wide-Learning in the school curriculum. To provide quality programs, it is crucial to know what the target students' needs at the early stage of program planning. This inventory with sufficient scientific backup produced by the cooperative efforts of the experts from different local universities could definitely detect the needs of the local students.

At the same time, it provides useful reference to evaluate the outcomes of the programs under the guidance curriculum. Evaluation is never the end but the start of the next program. By the help of using other qualitative measurement, such as teachers' observation and interviews with students, the whole process of evaluation could facilitate both teachers' and students' learning for further improvement.

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