



Life Skills Development Self Efficacy, School Connectedness and Meaning in Life Report for Participating Schools

School/Organization Information

Name of School/Organization: SOA: Pak Kau College

Year: 2015 - 2016

Printed on: 26/04/2016

Life Skill Development Self-Efficacy Inventory (LSD-SEI) can be used with permission from the Life Skills Development Project Leader*, Dr. Mantak Yuen, Faculty of Education, The University of Hong Kong. The information reported here is an aggregate of individual results. The report is a restricted document but school leaders and career practitioners may utilize the results to enhance their understanding of students' needs and to improve topics covered in career guidance and life planning education.

LSD-SEI was developed for assessing life skills in three domains, namely: academic, personal-social, and career; and may be used for research or as a component within a Comprehensive Guidance Program. In May 2007, 12,241 senior secondary students from 84 secondary schools participated in the life skills development survey in Hong Kong. The findings showed clearly that senior secondary students do have confidence in their own ability to apply essential life skills in academic, personal-social, and career development. The findings also indicated that school connectedness - including students' connectedness with teachers and other students - is significantly associated with students' self confidence in applying life skills in all areas.

It would be useful for your school's guidance and career program development if relevant staff could discuss possible implications of the findings for planning of support for students' life skills development. These staff members might include teachers responsible for managing curriculum development, life education, moral education, civic education, guidance and career activities, the school social workers, and the school psychologists. For this purpose, we have attached a discussion guide for your reference.

*The Project members are:

Mantak Yuen

The University of Hong Kong, China

Raymond M.C. Chan

Hong Kong Baptist University, China

Patrick S.Y. Lau

Chinese University of Hong Kong, China

Norman C. Gysbers

University of Missouri-Columbia, USA

Peter M.K. Shea

The Hong Kong Council of the Church of Christ in China, China

1. Background to LSD-SEI, School Connectedness and Meaning in Life Survey

Definition of terms

The following represent key concepts associated with the areas of school life that provide the focus for this research study.

- Life skills: 'Life skills' are the everyday competencies that facilitate academic progress, personal and social development, and career planning. Examples include: study skills, interpersonal relationship skills, self-management and leadership skills, and skills in problem solving (Yuen et al., 2003).
- Self-efficacy: This term is used to describe an individual's beliefs concerning his or her own competence in a particular activity or endeavour (Bandura, 1997; McInerney & McInerney, 2002).
- School connectedness: This term is defined as the magnitude of attachment, personal acceptance, respect, engagement, and support that students perceive in their school social environment (Goodenow, 1993; Libbey, 2004).
- Meaning in life: This term is defined as 'the sense made of, and significance felt regarding, the nature of one's being and existence' (Steger, Frazier, Oishi & Kaler, 2006, p. 81).

2. Data collection instruments

The Life Skills Development Self-Efficacy Inventory (Senior Secondary Form; LSD-SEI, Yuen et al., 2007) was designed by the Life Skills Development Project specifically for senior secondary students in Hong Kong. It comprises three main scales covering academic, personal-social and career development. Each of the three main self-efficacy scales contains within it a number of smaller sub-scales representing different clusters of skills or behaviours. Each sub-scale contains 4 items together with a Likert-type rating scale ranging from 1 (extremely not confident) to 6 (extremely confident). Higher scores reflect greater connectedness. In the present survey, understanding self, cooperation and team spirit, personal goal setting, time management, learning from friends, educational planning, career planning, vocational training selection, and career goals setting subscales have been used.

The School Connectedness Scale (SCS, Yuen et al., 2008) consists of 8 items measuring connectedness with teachers and peers on a 6-point Likert-type scale ranging from 1 (strongly disagree) to 6 (strongly agree). Higher scores reflect greater connectedness.

The Meaning in Life Questionnaire (MLQ; Steger, Frazier, Oishi & Kaler, 2006) consists of two 5-item subscales. The Presence subscale assesses the degree to which meaning in life has already developed, and the Search subscale assesses the extent to which the individual is still seeking meaning in life. In both subscales a 7-point response mode is used, ranging from 1 'absolutely untrue' to 7 'absolutely true'. The higher scores indicate greater perceived meaning in life.

Some sample items from the three scales are reproduced on the next page for your information. The complete Life Skills Development Self-Efficacy Inventory (LSD-SEI) can be obtained and used with permission from the Life Skill Development Project Leader*, Dr. Mantak Yuen, Centre for Advancement of Inclusive and Special Education, Faculty of Education, The University of Hong Kong. Email: mtyuen@gmail.com



Scale and Sub-scale	Sample Items
Personal-social Development PSD-SEI 個人與群性發展	I am confident that I can... 我有信心我能...
Understanding self 了解與接受自己	<ul style="list-style-type: none"> - uphold my own ideals. 擁有個人理想。 - face criticisms with an open attitude. 以開放的態度面對批評。
Cooperation and team spirit 合作與團隊精神	<ul style="list-style-type: none"> - attentively listen to others' opinion when participating in activities. 在參與活動時，留心聽取他人的意見。 - cooperate with others to reach the team's goal when participating in activities. 在參與活動時，與人合作，以達成團隊目標。
Personal goal setting 設定個人目標	<ul style="list-style-type: none"> - set up different goals of my life. 訂立自己人生中的各種目標。 - plan how to attain the different goals in life. 策劃如何達到人生的各種目標。
Academic Development AD-SEI 學業發展	I am confident that I can... 我有信心我能...
Time management 時間管理	<ul style="list-style-type: none"> - organize my time well and make good use of it. 妥善分配和掌握時間 - plan before I do something. 做事有計劃。
Learning from friends 向朋友學習	<ul style="list-style-type: none"> - understand the difficulties encountered in tertiary institutions from friends studying there. 向就讀專上學院的朋友了解就讀專上學院所遇到的困難。 - ask my friends for ways to solve problems about choosing a tertiary institution. 在選擇專上學院時遇到問題，向朋友請教解決的方法。
Educational Planning 升學計劃	<ul style="list-style-type: none"> - look for information on and be well prepared for further studies. 為升學找尋資料，作好準備。 - collect each tertiary institution's information and the content of the courses they offer. 搜集各間專上學院的資料和它們提供的課程內容。



Career Development CD-SEI 事業發展	I am confident that I can... 我有信心我能...
Career planning 事業計劃	<ul style="list-style-type: none"> - strike a balance between interest and future prospects. 在興趣和前途之間作出平衡。 - explore different careers goals according to changes in external situation. 在自己興趣範圍內，探索不同的事業。
Vocational training selection 職業培訓的選擇	<ul style="list-style-type: none"> - understand a vocational training program before I enroll in it. 在入讀職業訓練課程前，先作了解。 - collect information such as admission criteria and course selection procedure of vocational training schools 搜集職業訓練學院的入學要求及選科程序等資料。
Career goals setting 設定事業目標	<ul style="list-style-type: none"> - assess and modify my career goals according to changes in external situation. 因應環境的轉變，評估和改變自己在事業上的目標。 - solve the problems I encounter in the process of achieving my career goals. 解決在達到事業上的目標時所遇到的困難。
School Connectedness 學校聯繫感	
Connectedness to peers 與同儕的聯繫感	<ul style="list-style-type: none"> - I have a good relationship with most of my classmates. 我和大部份同班同學都感情要好。 - I have good friends in my class. 在班中，我有好朋友。
Connectedness to teachers 與老師的聯繫感	<ul style="list-style-type: none"> - My teachers this year care about me. 今年教我的老師都關心我。 - My teachers this year treat every student fairly. 今年教我的老師公平對待每一位學生。
Meaning in Life 生命意義	
Presence in meaning 意義存在	<ul style="list-style-type: none"> - I understand my life's meaning 我明白我生命的意義。 - My life has a clear sense of purpose 我的人生有一個明確的目的。
Search for meaning 意義尋找	<ul style="list-style-type: none"> - I am looking for something that makes my life feel meaningful 我一直在尋找某些可以讓我感到生命重要的東西 - I am always looking to find my life's purpose 我總是在尋求，以找到我人生的目的。



3. Results Table (S.4)

Scale and Sub-scale	Sample from your school		Sample from reference schools	
	n=0		Sample from 14 schools (n=1524 students)	
	Means	S. D.	Means	S. D.
Personal-social Development 個人與群性發展	(maximum possible score = 6)			
Understanding self 了解與接受自己	0.0	0	4.11	0.96
Cooperation and team spirit 合作與團隊精神	0.0	0	4.17	0.95
Personal goal setting 設定個人目標	0.0	0	3.99	0.99
Academic Development 學業發展	(maximum possible score = 6)			
Time management 時間管理	0.0	0	3.74	0.99
Learning from friends 向朋友學習	0.0	0	3.94	1.02
Educational Planning 升學計劃	0.0	0	3.89	1.04
Career Development 事業發展	(maximum possible score = 6)			
Career planning 事業計劃	0.0	0	4.1	1
Vocational training selection 職業培訓的選擇	0.0	0	4.04	1.01
Career goals setting 設定事業目標	0.0	0	3.99	0.98
School Connectedness 學校聯繫感	(maximum possible score = 6)			
Connectedness to peers 與同儕的聯繫感	0.0	0	4.59	1.05
Connectedness to teachers 與老師的聯繫感	0.0	0	4.13	1.08
Meaning in Life 生命意義	(maximum possible score = 7)			
Presence in meaning 意義存在	0.0	0	4.42	1.27
Search for meaning 意義尋找	0.0	0	4.86	1.22



3. Results Table (S.5)

Scale and Sub-scale	Sample from your school		Sample from reference schools	
	n=0		Sample from 14 schools (n=1297 students)	
	Means	S. D.	Means	S. D.
Personal-social Development 個人與群性發展	(maximum possible score = 6)			
Understanding self 了解與接受自己	0.0	0	4.1	0.95
Cooperation and team spirit 合作與團隊精神	0.0	0	4.24	0.9
Personal goal setting 設定個人目標	0.0	0	3.95	0.97
Academic Development 學業發展	(maximum possible score = 6)			
Time management 時間管理	0.0	0	3.68	1
Learning from friends 向朋友學習	0.0	0	3.97	1.01
Educational Planning 升學計劃	0.0	0	3.9	1.01
Career Development 事業發展	(maximum possible score = 6)			
Career planning 事業計劃	0.0	0	4.04	0.96
Vocational training selection 職業培訓的選擇	0.0	0	4.01	0.95
Career goals setting 設定事業目標	0.0	0	3.98	0.95
School Connectedness 學校聯繫感	(maximum possible score = 6)			
Connectedness to peers 與同儕的聯繫感	0.0	0	4.66	1.02
Connectedness to teachers 與老師的聯繫感	0.0	0	4.2	1.04
Meaning in Life 生命意義	(maximum possible score = 7)			
Presence in meaning 意義存在	0.0	0	4.37	1.28
Search for meaning 意義尋找	0.0	0	4.87	1.21



3. Results Table (S.6)

Scale and Sub-scale	Sample from your school		Sample from reference schools	
	n=0		Sample from 14 schools (n=1410 students)	
	Means	S. D.	Means	S. D.
Personal-social Development 個人與群性發展	(maximum possible score = 6)			
Understanding self 了解與接受自己	0.0	0	4.21	0.89
Cooperation and team spirit 合作與團隊精神	0.0	0	4.31	0.84
Personal goal setting 設定個人目標	0.0	0	4.07	0.94
Academic Development 學業發展	(maximum possible score = 6)			
Time management 時間管理	0.0	0	3.7	0.98
Learning from friends 向朋友學習	0.0	0	4.09	0.98
Educational Planning 升學計劃	0.0	0	3.98	0.95
Career Development 事業發展	(maximum possible score = 6)			
Career planning 事業計劃	0.0	0	4.2	0.91
Vocational training selection 職業培訓的選擇	0.0	0	4.09	0.89
Career goals setting 設定事業目標	0.0	0	4.09	0.9
School Connectedness 學校聯繫感	(maximum possible score = 6)			
Connectedness to peers 與同儕的聯繫感	0.0	0	4.71	0.94
Connectedness to teachers 與老師的聯繫感	0.0	0	4.29	0.99
Meaning in Life 生命意義	(maximum possible score = 7)			
Presence in meaning 意義存在	0.0	0	4.54	1.25
Search for meaning 意義尋找	0.0	0	4.93	1.14



3. Results Table (Total)

Scale and Sub-scale	Sample from your school		Sample from reference schools	
	n=0		Sample from 14 schools (n=4319 students)	
	Means	S. D.	Means	S. D.
Personal-social Development 個人與群性發展	(maximum possible score = 6)			
Understanding self 了解與接受自己	0.0	0	4.14	0.94
Cooperation and team spirit 合作與團隊精神	0.0	0	4.24	0.9
Personal goal setting 設定個人目標	0.0	0	4.01	0.97
Academic Development 學業發展	(maximum possible score = 6)			
Time management 時間管理	0.0	0	3.71	0.99
Learning from friends 向朋友學習	0.0	0	4	1
Educational Planning 升學計劃	0.0	0	3.92	1.01
Career Development 事業發展	(maximum possible score = 6)			
Career planning 事業計劃	0.0	0	4.12	0.96
Vocational training selection 職業培訓的選擇	0.0	0	4.05	0.96
Career goals setting 設定事業目標	0.0	0	4.02	0.94
School Connectedness 學校聯繫感	(maximum possible score = 6)			
Connectedness to peers 與同儕的聯繫感	0.0	0	4.65	1.01
Connectedness to teachers 與老師的聯繫感	0.0	0	4.2	1.05
Meaning in Life 生命意義	(maximum possible score = 7)			
Presence in meaning 意義存在	0.0	0	4.44	1.27
Search for meaning 意義尋找	0.0	0	4.89	1.19

Remarks: Sample from 14 schools. Yuen, M., Ho, E. Y. F., Lee, T.L., Tsui, J., Leung, A.S., Cheung, R., Lau, P.S.Y., Chan, R.M.C., Shea, P. M.K., & Gysbers, N.C. (2015). The Initial Findings from CLAP for Adventure Career Exploration e-Portal Trial Use and Data Collection Program. Hong Kong, China: The Hong Kong Jockey Club Charities Trust, Chinese University of Hong Kong & Hong Kong Baptist University.



4. Discussion Guide

The following questions may serve as a guide to explore the implications of the survey findings within the context of your school. For details related to your school please refer to Section 3 above for a summary of life skills development, connectedness and meaning in life in your students.

- What are the strengths of students in your school in each domain of life skills development, connectedness and meaning in life?

(a) Personal-social Development

- (i) Understanding self
- (ii) Cooperation and team spirit
- (iii) Personal goal setting

(b) Academic Development

- (i) Time management
- (ii) Learning from friends
- (iii) Educational Planning

(c) Career Development

- (i) Career planning
- (ii) Vocational training selection
- (iii) Career goals setting

(d) School Connectedness

- (i) Connectedness to peers
- (ii) Connectedness to teachers

(e) Meaning in Life

- (i) Presence of meaning
- (ii) Search for meaning



- Where is there room for improvement in addressing these issues in your school?

- What policies, activities and programs in your school have contributed (or could contribute) positively to developments in the following areas?

(a) Relations among teachers and students:

(b) Curriculum and instruction:

(c) Co-curricular activities:

(d) Talent development program:

(e) Class guidance:

(f) Individual and group career and life planning:

(g) Individual and group counselling:

(h) Support to staff development and parent involvement: